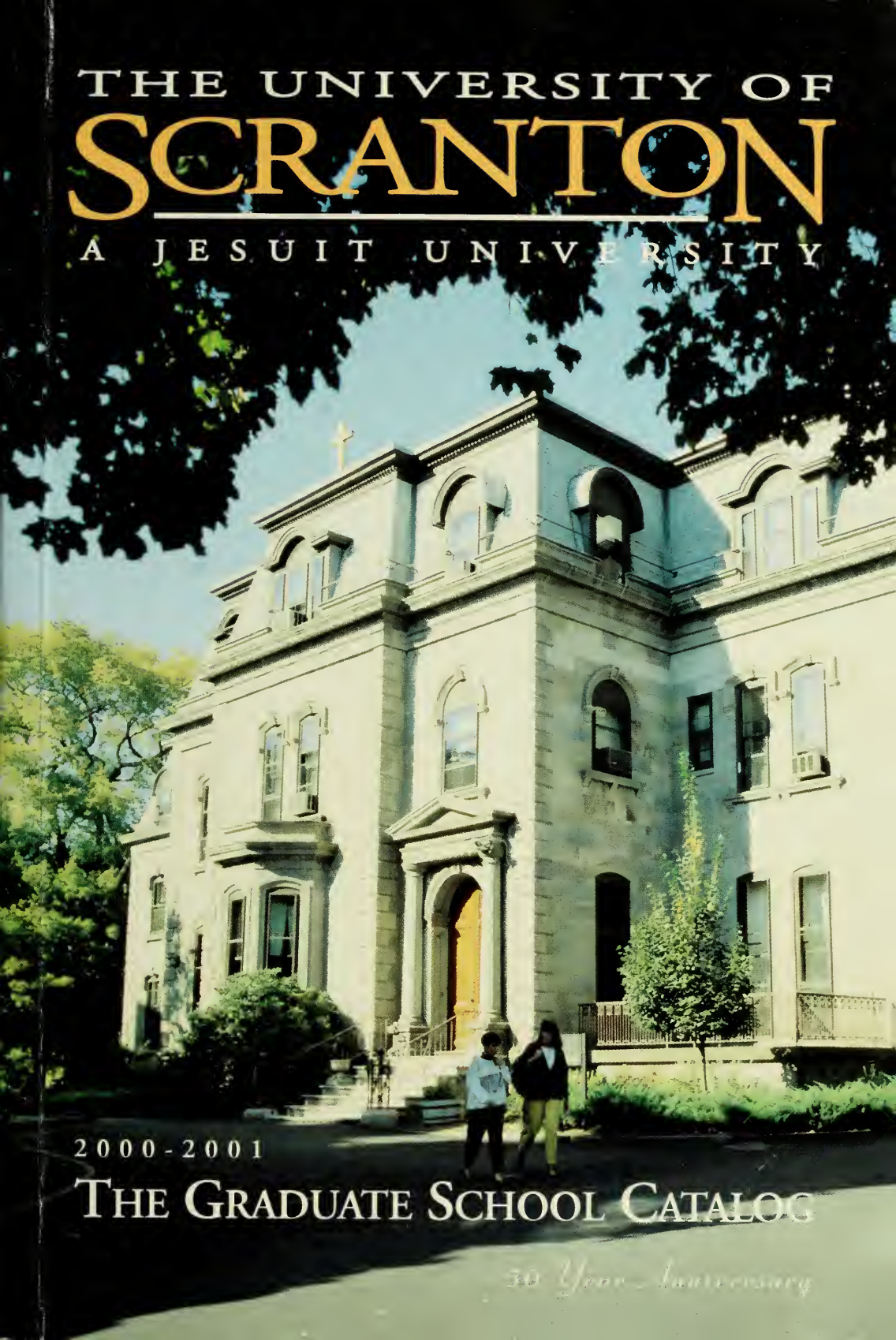
THE UNIVERSITY OF SCRANTON

A JESUIT UNIVERSITY



2000-2001

THE GRADUATE SCHOOL CATALOG

50 Year Anniversary

Accreditations of Graduate Programs

The Commission on Higher Education of the Middle States Association of Colleges and Schools accredits The University of Scranton. In addition,The Graduate School is the only graduate school in Northeastern Pennsylvania to be accredited by all the following professional associations. The Graduate Program areas and associated accreditations are:

Master of Science degrees in Education and School Counseling

Pennsylvania Department of Education (PDE)
National Council for Accreditation of Teacher Education (NCATE)

Master of Health Administration degree

Accrediting Commission on Education for Health Services Administration (ACEHSA)

Master of Science degrees in Community Counseling and School Counseling

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Master of Science degree in Rehabilitation Counseling

Council on Rehabilitation Education (CORE)

Master of Business Administration degree

The International Association for Management Education (AACSB)

Master of Science degree in Nursing

National League for Nursing Accrediting Commission (NLNAC)
Council on Accreditation of Nurse Anesthesia Educational Programs

Master of Physical Therapy degree

Commission on Accreditation in Physical Therapy Education/APTA

Master of Science degree in Occupational Therapy

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)

A Community of Scholars
A Culture of Excellence

The Graduate School 2000/2001 Catalog

August 2000

The Graduate School
The University of Scranton
800 Linden Street
Scranton, Pennsylvania 18510-4632

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STATEMENT OF OWNERSHIP
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Corporate Title: University of Scranton

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THE MISSION STATEMENT OF THE UNIVERSITY OF SCRANTON

Historical Prologue:

A comprehensive, co-educational institution, The University of Scranton is by tradition, choice and heartfelt commitment, a Catholic and Jesuit university. Founded in 1888 as Saint Thomas College by the Most Reverend William G. O'Hara, D.D., the first bishop of Scranton, it achieved university status in 1938, and was entrusted to the care of the Society of Jesus (the Jesuits) in 1942.

The Mission of the University:

The University of Scranton is a community of scholars whose ministry of education is informed by the vision of life contained in both the Gospels and the Spiritual Exercises of Saint Ignatius Loyola. The University is therefore dedicated to freedom of inquiry, the pursuit of wisdom, integrity and truth, and the personal growth and development of all who share in its life and ministry.

The Character of the University:

As a Catholic university, The University of Scranton sees in the teaching and example of Jesus Christ the primary source for the values and attitudes that imbue the culture of its campus. Thus, it seeks to communicate the fullness of the Catholic intellectual tradition to its students in a systematic way. Moreover, in the ecumenical spirit that it has manifested since its founding, the University invites faculty, staff and students from other religious traditions to share in its mission.

As a Jesuit university, The University of Scranton provides its students with a nurturing environment in which a value-laden curriculum challenges them to develop:

- a commitment to the value system contained in the Gospels,
- a principled respect for the dignity of the human person,
- a devotion to justice,
- a dedication to the service of the poor,
- a love of truth and a restless passion for learning.

Convinced that the search for truth necessarily involves the search for God, the University also provides its students with opportunities for worship and spiritual development, and for the academic study of theology, religion and religious experience.

As a university dedicated to education in the liberal arts, The University of Scranton requires that all of its students complete a rigorous curriculum designed to foster the development of their analytical and critical abilities. Thus, the core curriculum of the University seeks to impart to students a knowledge of scientific principles, methods and skills, an appreciation of literary and artistic expression, an awareness of historical perspectives, and an understanding of religious, philosophical and moral values.

As an urban American university, The University of Scranton is dedicated to educating "men and women for others" from a wide variety of backgrounds whose lives and talents will enrich the life of the human family. The University is committed to enrolling a culturally and racially diverse student body from all areas of the country and the world. In fulfillment of its mission, the University further seeks to attract faculty members from richly diverse backgrounds who share its commitments to excellence in teaching and research, to "cura personalis" (a loving concern for students), and to the incarnation vision of human life that informs its ministry.

As a comprehensive university, The University of Scranton offers certificate and degree programs on both the undergraduate (associate and baccalaureate) and graduate (master's) levels to traditional and non-traditional students. Moreover, in order to prepare them for careers in a variety of fields, the University offers its students a wide range of professional and pre-professional programs of study.

As the oldest and largest university in Northeastern Pennsylvania, The University of Scranton is firmly committed to serving the people of the region. This commitment is manifested in a special way through the University's dedication to the education of future leaders for the area's professional, political, religious, cultural and business communities.

Throughout its history, the University has been distinguished by its commitments to liberal arts education, excellence in teaching and the quality of care that it lavishes on its students. As it moves into the new millennium, the University reaffirms its commitment to these qualities and invites venturesome scholars and students to join in its mission in the service of wisdom, integrity and truth.

MEMBERSHIPS OF THE UNIVERSITY

AACSB - The International Association for Management Education
Academy of Criminal Justice Sciences
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Higher Education
American Council on Education
Association of American Colleges
Association of Catholic Colleges and Universities
Association for Computing Machinery
Association for Gerontology in Higher Education
Association of Governing Boards of Universities and Colleges
Association of Jesuit Colleges and Universities
Association of University Programs in Health Administration
Commission for Independent Colleges and Universities
Council of Undergraduate Programs in Psychology
Council on Undergraduate Research
Institute for Electrical and Electronic Engineers
International Federation of Catholic Universities
Mid-Atlantic Regional Nursing Association
National Association of Boards of Examiners of Nursing Home Administrators
National Association of Independent Colleges and Universities
National Catholic Education Association
National League for Nursing
Northeastern Pennsylvania Independent Colleges
Pennsylvania Association of Colleges and Universities
Pennsylvania Health Care Association
Pennsylvania Higher Education Nursing Schools
Pennsylvania State Board of Examiners of Nursing Home Administrators
Society for College and University Planning
Tuition Exchange Program

To the Prospective Graduate Student:

Pursuing graduate studies can be a very rewarding experience. It requires a commitment from you, the graduate student, and from the university you attend. The University of Scranton is committed to providing quality graduate education. Now in its 50th year, the University's Graduate School offers programs that concentrate on the development of human potential. Our renowned faculty, along with state-of-the-art technology and an extensive library, will challenge your interests and provide the intellectual basis for you to succeed in your efforts.

We are sure that you will be pleased with the educational environment at The University of Scranton. Realizing that many questions can arise as you consider this most important step in developing your career opportunities, we invite you to contact, directly, the department housing your prospective program or contact The Graduate School (570-941-7600) in order to obtain further information.

Rose Sebastianelli

Rose Sebastianelli
Acting Dean of The Graduate School
and Director of Research

50 Year Anniversary

As The Graduate School begins its fiftieth year of serving the post-baccalaureate needs of northeastern Pennsylvania and the surrounding communities, it would do well to ponder its humble beginnings. We should never forget from where we came so that we may never forget our commitment to quality graduate education that began with our one original program in 1950. This Graduate School catalog contains information on our twenty-first degree program of study that will begin in the summer of 2001 - Occupational Therapy.

The University of Scranton marked the beginning of its graduate programs, on 31 July 1950, the feast of Saint Ignatius Loyola, founder of the Society of Jesus, when the then president J. Eugene Gallery, S.J., announced the beginning of the first graduate class. This action was a response to requests of local school teachers and administrators and was preceded by two years of intensive planning. One hundred forty students enrolled for the first graduate class. Since 1923, the University had been authorized by its charter to confer the degree Master of Arts; the first such degree was awarded on 1 June 1952.

Deans of The Graduate School

Rev. Joseph A. Rock, S.J.
1961-1968

Harry B. Strickland
1969-1984

Joseph A. Fusaro
(Acting) 1984-1985

Thomas P. Hogan
1985-1995

Robert E. Powell
1995-2000

Rose Sebastianelli
(Acting) 2000-2001

Over the years the University's Charter has been amended to empower the University to confer the Master of Science, Master of Business Administration, Master of Health Administration and Master of Physical Therapy degrees. The Graduate School has grown under the guidance of six presidents. During Rev. John Long's term as president, Rev. Edward J. Sponga, S.J., a future President of the University, was named Dean of Graduate Education. In 1961, the Graduate Division became The Graduate School with the Rev. Joseph A. Rock, S.J., as Dean. Fr. Rock remained Dean until 1966 when Dr. Donald V. MacDonald took over the reins. Dr. MacDonald served as Dean for three years; he was followed by Dr. Harry B. Strickland (1969-1984), Dr. Joseph A. Fusaro (Acting Dean, 1984-85), Dr. Thomas P. Hogan (1985-95), Dr. Robert E. Powell (1995-00) and Dr. Rose Sebastianelli (Acting Dean, 2000-2001).

The University of Scranton's commitment to meeting the educational needs of the community has resulted in the creation of various programs of study during The Graduate School's fifty years. The first nine years witnessed expanded programs of study in education to include a Master of Science as well as Administrative Certificate, Principal's Certificate and Superintendent's Letter of Eligibility programs.

The year 1960 was momentous, with the announcement of three additional degree programs: Master of Arts in English, Master of Arts in American History and Politics and Master of Business Administration. The introduction of an MBA program was the long- awaited answer to the Scranton area's need for an advanced professional opportunity. The wisdom of the University's decision to offer the MBA was confirmed in 1960 by an entering class of 63 students.

Presidents of the University

Reverend
J. Eugene Gallery, S.J.
1947-1953

Reverend
John Long, S.J.
1953-1963

Reverend Edward
J. Sponga, S.J.
1963-1965

Reverend
Aloysius C. Galvin, S.J.
1965-1970

In 1965 a Vocational Rehabilitation Counseling program, the forerunner of our present Rehabilitation Counseling degree program, began under the sponsorship of the Vocational Rehabilitation Administration of the Department of Health, Education and Welfare. During the presidency of Rev. Aloysius C. Galvin, S.J., 1966-1970, The Graduate School's offerings through the Department of Education were further expanded to include Reading, Counselor Education and Certificate for Reading Specialist programs. These were closely followed in 1968 by both Master of Arts and Master of Science degree programs in Chemistry and Physics.

Rev. Dexter L. Hanley, S.J., was president of The University of Scranton from 1970 to 1975, during which time Dr. Strickland served as Dean of The Graduate School. During their tenure, five degree programs were added to the growing list of graduate educational offerings: Master of Arts in Art Education, Master of Science in General Science and correlated programs, Master of Science in chemistry for secondary school teachers, and both a Master of Science and Master of Arts in Biochemistry.

As The Graduate School prepared to celebrate its 25th Anniversary in 1975, Rev. William J. Byron, S.J., became president of The University of Scranton. During his six-year tenure, The Graduate School initiated a Master of Science degree in Human Resources Administration and continued cooperatives with area colleges. Rev. J. A. Panuska, S.J., came to the University as president in 1982. His sixteen years in office was a wonderful time of growth and maturity for The Graduate School.

As the needs of the educational community have changed, The Graduate School has accommodated those needs. Not all the programs have necessarily stood the test of time, for instance, degree programs in Physics, General Science, and Solid State Electronics.

Reverend
Dexter L. Hanley, S.J.
1970-1975

Reverend
William J. Byron, S.J.
1975-1982

Reverend
J. A. Panuska, S.J.
1982-1998

Reverend Joseph M.
McShane, S.J.
1998-

Others have resurfaced at a later date: The Graduate School again began offering, after a lapse of time, the Assistant Superintendent/Superintendent's Letter of Eligibility program (1998) and expanded combined Baccalaureate/Master's Degree programs (1997). As new industries appeared in the business world, advanced-degree programs were developed to meet these needs - Master of Science in Community Counseling (previously Individual and Group Counseling, 1986), Master of Health Administration (previously Master of Science in Health Administration, 1988), Master of Science in Software Engineering (1990), and Master of Physical Therapy (1991) to name just a few. In addition, degree programs in Theology and Nursing were initiated to meet the needs of the community.

Always ready to face new challenges, The Graduate School has defined guidelines during the last five years for the possible development of doctoral programs, expanded the Master of Science degree program in Nursing to include adult health and nurse anesthesia tracks and will begin offering this fall a Certificate of Advanced Graduate Study in Professional Counseling.

The Graduate School's dedication to quality higher education has not gone unnoticed. It is the only graduate school in northeastern Pennsylvania to be accredited by all the following professional associations: Pennsylvania Department of Education, National Council for Accreditation of Teacher Education, Accrediting Commission on Education for Health Services Administration, Council for Accreditation of Counseling and Related Educational Programs, Council on Rehabilitation Education, AACSB-The International Association for Management Education, National League for Nursing Accrediting Commission, Council on Accreditation of Nurse Anesthesia Educational Programs, Commission on Accreditation in Physical Therapy Education, and the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

As we begin our fiftieth year of service to northeastern Pennsylvania, The Graduate School pledges to continue to provide advanced, post-baccalaureate education through high-quality programs.

Regina B. Bennett
Assistant Dean

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Campus Map ..... Inside Back Cover

Calendar

FALL 2000 TERM SCHEDULE

Orientation for new students	Sun., 27 Aug.
CLASSES START	Mon., 28 Aug.
Last day to add a course	Fri., 1 Sept.
Labor Day (No classes)	Mon., 4 Sept.
Last day to drop a course	Wed., 27 Sept.
Last day to register for Comprehensive Examinations	Fri., 6 Oct.
Term break (No classes)	7 - 10 Oct.
Comprehensive Examinations administered	Sat., 21 Oct.
Last day to withdraw from course	Wed., 8 Nov.
Thanksgiving Holiday (No classes)	22 - 26 Nov.
Last day for theses, scholarly papers	Fri., 1 Dec.
FINAL EXAMINATIONS	9 - 14 Dec.
Fall degree conferral date	31 Dec.

INTERSESSION 2001 TERM SCHEDULE

Intersession/Spring 2001 Course Registration begins in October	To be announced
CLASSES START	Wed., 3 Jan.
Last day to add a course	Thurs., 4 Jan.
Last day to drop a course	Mon., 8 Jan.
Last day to withdraw from course	Thurs., 18 Jan.
FINAL EXAMINATIONS	26 - 27 Jan.
Intersession degree conferral date	31 Jan.

SPRING 2001 TERM SCHEDULE

Intersession/Spring 2001 Course Registration begins in October	To be announced
Orientation for new students	Sat., 27 Jan.
CLASSES START	Mon., 29 Jan.
Last day to add a course	Fri., 2 Feb.
Last day to drop a course	Wed., 28 Feb.
Last day to register for Comprehensive Examinations	Fri., 23 Mar.
Spring break (No classes)	10 - 18 Mar.
Comprehensive Examinations administered	Sat., 7 Apr.
Last day to withdraw from course	Wed., 11 Apr.
Easter Holiday (No classes)	12 - 16 Apr.
Last day for theses, scholarly papers	Fri., 27 Apr.
FINAL EXAMINATIONS	14 - 18 May
COMMENCEMENT	Sat., 26 May

SUMMER SESSIONS

COMMON DATES FOR SUMMER 2001 TERMS

Summer/Fall 2001 Course Registration begins in April	To be announced
Last day to register for Comprehensive Examinations	Fri., 22 June
Comprehensive Examinations administered	Sat., 14 July
Last day for theses, scholarly papers	Fri., 27 July
Summer degree conferral date	31 Aug.

SUMMER I 2001 TERM SCHEDULE

CLASSES START	Wed., 30 May
Last day to add a course	Thurs., 31 May
Last day to drop a course	Mon., 4 June
Last day to withdraw from course	Thurs., 21 June
FINAL EXAMINATIONS	27 - 28 June

SUMMER G 2001 TERM SCHEDULE

CLASSES START	Mon., 18 June
Last day to add a course	Tues., 19 June
Last day to drop a course	Thurs., 21 June
Independence Day Holiday (No classes)	4 July
Last day to withdraw from course	Wed., 18 July
FINAL EXAMINATIONS	25 - 26 July

SUMMER II 2001 TERM SCHEDULE

CLASSES START	Mon., 9 July
Last day to add a course	Tues., 10 July
Last day to drop a course	Thurs., 12 July
Last day to withdraw from course	Tues., 31 July
FINAL EXAMINATIONS	7 - 8 Aug.

Deadline to Apply for Degree Conferral

Students planning to graduate at the end of a particular term must submit to The Graduate School Office the "Application for Degree" form when they register for the term in which they expect to complete all degree requirements.

General Information

The University of Scranton, the oldest Catholic institution of higher education in Northeastern Pennsylvania, was founded in 1888 as Saint Thomas College. It is chartered under the laws of the Commonwealth of Pennsylvania and empowered to confer Bachelor's and Master's degrees in the Arts, Sciences, Business Administration, Health Administration and Education. In 1938 Saint Thomas College became The University of Scranton, while four years later the Society of Jesus acquired title from the Catholic Diocese of Scranton and administrative control from the Brothers of the Christian Schools. Thus Scranton became the twenty-fourth of the twenty-eight Jesuit colleges and universities in the United States.

PROGRAMS

Graduate study was initiated at The University of Scranton in 1950, the first master's degrees being awarded in 1952. At present, the following programs are offered by The Graduate School:

Biochemistry	MS, MA
Business Administration	MBA
Chemistry	MS, MA
Clinical Chemistry	MS, MA
Community Counseling	MS
Elementary Education	MS
Elementary School Administration	MS
English	MA
Health Administration	MHA
History	MA
Human Resources Administration	MS
Nursing	MS
Occupational Therapy (beginning Summer 2001)	MS
Physical Therapy	MPT
Reading Education	MS
Rehabilitation Counseling	MS
School Counseling	MS
Secondary Education	MS, MA
Secondary School Administration	MS
Software Engineering	MS
Theology	MA

The University has certification programs approved by the Pennsylvania Department of Education in the areas listed below. Some of these may be pursued in connection with an undergraduate degree, some in connection with a graduate degree, and some may be pursued independent of any degree program.

CERTIFICATION PROGRAMS

Biology
Chemistry
Communication
Elementary Education
Elementary Principal
Elementary School Counseling
English
French
General Science
German
Latin
Mathematics
Physics
Reading Specialist
Secondary School Principal
Secondary School Counseling
Social Studies
Spanish

Supervisor certificates in:

Communication (English)
Foreign Languages
Mathematics
Reading
School Guidance Services
Science
Social Studies

OBJECTIVES

As one of the family of worldwide Jesuit Colleges and Universities, The University of Scranton shares with them a common educational heritage and tradition. Its principal objective, therefore, is to lead the student to understand and to inspire him/her to fulfill that complex of dignities and responsibilities which man or woman, as a person and as a member of human society, is under God.

The specific mission of The Graduate School is to provide advanced, post-baccalaureate education through high-quality programs which are coordinated with the University's other programs. The Graduate School subscribes to the Policy Statement on The Master's Degree of the Council of Graduate Schools regarding the nature, requirements and evaluation of master's-level work.

ORGANIZATION AND LOCATION

The administration and supervision of The Graduate School is the responsibility of the Dean of The Graduate School. The Dean is assisted by a Graduate Dean's Conference, an advisory committee, of which the Dean is chair. All questions concerning admission, candidacy and comprehensive examinations or modifications of course programs, must be submitted in writing to the Dean of The Graduate School. Decisions of the Dean of The Graduate School are final.

The office of the Dean of The Graduate School is on the 2nd Floor of The Estate, located in the center of the campus (see map inside back cover). The office is open daily from 8:30 a.m. to 4:30 p.m. Monday through Friday. During fall and spring terms it is also open Monday through Thursday evenings. For students who wish to consult the Dean the courtesy of calling for an appointment is recommended.

GRADUATE DEAN'S CONFERENCE: 1999-2000

Robert E. Powell .....Chair, Dean of The Graduate School
Carolyn E. Barnes .....Professor of Physical Therapy and Chair, Department of Physical Therapy
Christopher Baumann.....Professor of Chemistry
Regina B. Bennett .....Assistant Dean
Yaodong Bi.....Assistant Professor of Computing Sciences
Lori A. Bruch .....Assistant Professor of Counseling and Human Services
Shani D. Carter ....Assistant Professor of Health Administration and Human Resources
Raymond W. Champagne, Jr.....Professor of History
Wayne H.J. Cunningham.....Associate Professor of Operations and Information Management
James L. Goonan .....Director of Graduate Admissions
Mary Jane Hanson .....Assistant Professor of Nursing
John M. McInerney.....Professor of English
Oliver J. Morgan.....Associate Professor of Counseling and Human Services and Chair, Department of Counseling and Human Services
Peter C. Olden ....Associate Professor of Health Administration and Human Resources and Chair, Department of Health Administration and Human Resources
Paul J. Perhach .....Director, Career Services
Charles R. Pinches .....Professor of Theology/Religious Studies
Murli Rajan .....Associate Professor of Economics/Finance
Robert M. Weir, Jr. .....Assistant Professor of Education
David A. Wiley.....Professor of Education and Chair, Department of Education

Kevin M. Bisignani .....Graduate Student
Denise A. Comiskey .....Graduate Student
Usman Masrur .....Graduate Student
Brian Schmidt .....Graduate Student
Faye Cuchara .....Secretary of the Conference

POLICY ON STUDENTS WITH DISABILITIES

The University of Scranton complies with all applicable laws and regulations with respect to the accommodation of handicaps and disabilities as these terms are defined in the law. The University will provide reasonable accommodations so students can fully participate in curricular and extracurricular activities. Students who need assistance should contact the Affirmative Action Office (570-941-7580) on a timely basis.

Admission and Registration

APPLICATION PROCESS

Students must be formally admitted to The Graduate School in order to register for any graduate courses. The Application for Admission form may be obtained from the Graduate Office. Completed applications, together with official transcripts of undergraduate and graduate work taken elsewhere, letters of recommendation, any required test scores, and other supporting documents, ordinarily should be in the Graduate Office at least one month before the term in which the student wishes to begin graduate study. International students should have all materials in the Graduate Office at least three months in advance. Processing of applications will not commence until *all* required documentation has been received by The Graduate School.

> Please refer to sections on individual programs for special application deadlines and additional admission requirements.

ADMISSION STANDARDS

The admission standards and policies of The University of Scranton are free of any limitation, specification or discrimination on the grounds of race, religion, color, national or ethnic origin, sex, age, or handicap, except as provided by law.

An applicant for admission to The Graduate School must possess a baccalaureate degree from an American college or university accredited by one of the recognized regional accrediting associations, or the equivalent from an international college or university. The ordinary standard for admission to a graduate program is an undergraduate GPA of at least 2.75 (on a 4.0 scale). Students falling below this level may submit other evidence of their ability to complete successfully a graduate program, such as grades in other post-baccalaureate courses, scores from examinations, or a record of progressively higher work responsibilities. In addition, the applicant's previous course work must show the successful completion of all prerequisites for graduate work in the program to which application has been made. Individual departments/programs may establish higher GPA requirements and/or introduce additional criteria for making the admissions decision. Consult the sections of this catalog devoted to the specific programs for such other criteria. Final action on an application for admission to The Graduate School is taken by the Graduate Dean.

Ordinarily, the applicant must submit the following to be considered for admission to The Graduate School:

– The completed graduate application, along with the non-refundable application fee

– Official transcripts of all previous undergraduate and graduate work completed at accredited institutions ("student" copies of transcripts are not acceptable)

– Three references from persons capable of evaluating the student's educational background and work or personal character

– Any additional material required by a particular department or program, e.g., test scores, personal interview, etc. For details of such requirements for particular departments or programs, see the appropriate sections of this catalog.

– International students must submit scores from TOEFL and an affidavit of financial support

Applicants may be admitted to The Graduate School in one of the following categories:

Regular Admission. Applicants are admitted under this category when they have satisfied the admissions criteria of both The Graduate School and the department or program in which thay are to enroll for graduate studies.

Probationary Admission. Applicants who do not meet all of the criteria for Regular Admission, but show reasonable promise for success in graduate studies, may be accepted on a probationary basis. Recommendation for Probationary Admission must include a prescription of nine hours of specific course work (three graduate courses) that the student must complete within the first twelve hours of graduate study as well as a discussion as to why this applicant should receive consideration for admission at this time.

Students accepted on probation may take a maximum of six credits per semester (until the conditions of probation are satisfied) and must complete the prescribed nine hours of specific course work with a cumulative grade point average of at least 3.0. Failure to accomplish this will result in dismissal from the program.

A student on Probationary Admission may not hold a graduate assistantship until the conditions of probation have been satisfied.

Provisional Admission or Provisional Acceptance. Applicants who do not have the necessary undergraduate preparation in the discipline area requested but have demonstrated academic achievement indicative of successful graduate study with the proper preparation may be considered for Provisional Admission or Provisional Acceptance.

Provisional Admission. The applicant may gain Provisional Admission with the proviso that he/she complete a specific prescription of undergraduate course work in conjunction with his/her graduate studies (a specific prospectus of study must accompany this type of recommendation).

Provisional Acceptance. The applicant may gain Provisional Acceptance with the proviso that he/she complete a specific prescription of undergraduate course work, with a GPA of at least 3.0 in these studies, prior to undertaking graduate course work (a specific prospectus of study must accompany this type of recommendation). Upon successful completion of the undergraduate requirements, the applicant will petition his/her Graduate Program Director in order to gain admission to the graduate program and to begin taking graduate course work in that particular graduate program. If the prescription of undergraduate course work is taken and a GPA less than 3.0 is achieved, then the status of Provisional Acceptance will be withdrawn.

A student who has gained Provisional Acceptance may not hold a graduate assistantship until the undergraduate course work is successfully satisfied and acceptance into The Graduate School is granted.

Special Admission. Applicants who are admitted to The Graduate School under this category are non-degree students. They are admitted to pursue studies for certification, transfer of credit, self-improvement, master's equivalency, or auditing. Students matriculated at other institutions and wishing to take courses here for transfer purposes may follow an abbreviated admissions process. Contact the Graduate Office regarding details of this process. The continuance of graduate studies under this category is governed by the stan-

dards-of-progress policy of The Graduate School. A qualified undergraduate student who has been admitted to an accelerated course of study that permits him or her to earn graduate credit is accepted into The Graduate School as a special student under this category.

COMBINED BACCALAUREATE AND MASTER'S DEGREE PROGRAM POLICY

Undergraduate students of the University with outstanding undergraduate records may be eligible to be accepted and enrolled in a combined baccalaureate and master's degree program.

A student who has achieved an overall Grade Point Average* of

3.5 after 64 semester hours,
3.4 after 80 semester hours,
3.3 after 96 semester hours,
or 3.2 after 112 semester hours

may apply for early admission to a participating master's degree program by:

A. Completing the Application for Graduate Admission;

B. Completing the Combined Baccalaureate and Master's Degree Program form which includes:

1. listing the courses at the undergraduate level which need to be taken for completion of the requirements for the baccalaureate degree,

2. indicating the beginning date for graduate study, and

3. listing of graduate courses to be utilized in satisfying the undergraduate degree requirements;

C. Completing a prospectus of study leading to the completion of undergraduate degree and graduate degree requirements (see following note);

D. Providing three letters of recommendation from instructors who are familiar with the student's achievements and intended academic goals; and

E. Submitting any needed test scores from standardized examinations.

The department that sponsors the particular graduate degree program will review the completed application and forward a recommendation to the graduate dean concerning possible admission.

{NOTE: In participating undergraduate programs, students may apply up to 12 of their accumulated graduate hours toward the completion of their undergraduate degree requirements. [The maximum number of hours applicable to the undergraduate degree requirements is determined by each participating department and is listed in that department's program description in this Catalog.] The student's undergraduate program advisor will determine the undergraduate course work for which graduate credits may be substituted. In some departments, graduate course work may be substituted only for elective undergraduate course work and cannot be used as substitution within the major. The selection of the graduate course work and the number of credits to be applied toward an undergraduate degree requires the approval of the student's undergraduate program advisor, the chair of the department housing the student's undergraduate program, the graduate program director in the student's academic discipline, the appropriate dean who is responsible for the undergraduate program, and the Dean of The Graduate School.}

*Students may be considered for the combined baccalaureate and master's degree program who have earned credits elsewhere (including transfer of credit from other colleges as well as AP courses taken in high school). The student must have earned at least 32 graded semester hours at The University of Scranton with the indicated GPA requirement.

Rose Sebastianelli, Acting Dean, James L. Goonan, Director of Graduate Admissions, Peggy Daggers and Faye Cuchara of The Graduate School staff.

SECOND DEGREES OR PROGRAMS

Graduate degree recipients of the University who wish to take additional courses or begin a new graduate program of study and do so within the time frames listed below must complete a Second Degree or Program Request Form and submit it with the required supporting material to The Graduate School. In order to obtain the form and to determine whether the second degree or program of study is in the same degree area as the first program, contact the Graduate School Office at 570-941-7600.

1. Initiation of a second degree or program of study in the same degree area as the first program requires the following:

a. *Within two years* after completing the first program: the Second Degree or Program Request Form and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton Graduate School.*

b. *Between two and five years* after completing the first program: the Second Degree or Program Request Form, new application and fee and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton Graduate School.

2. Initiation of a new graduate program of study in a different area and *within five years* of completing the first program requires the following:

The Second Degree or Program Request Form, new application and fee, letters of reference and, if applicable, official transcripts of any course work undertaken since graduation from The University of Scranton Graduate School. Any remaining supporting materials will be obtained from the student's previous file.

RETENTION OF APPLICATION FILES

Applications for admission will be kept for *two years* from the original date of receipt. If the application has not been completed during this period, it will be destroyed.

Applications for admission which are completed and have been acted upon will be kept for *two years* from the date of acceptance. If a student does not register for class during this period, the application will be destroyed.

Prior to an application file's being destroyed, the applicant will be notified by mail. If the applicant subsequently decides to enter a graduate program at the University, he/she will be required to reassemble the entire application file.

All documents submitted in connection with an application become the property of the University.

INTERNATIONAL STUDENTS

Applicants who are citizens of non-English speaking countries are required to sit for the Test of English as a Foreign Language (TOEFL) and must obtain a score of at least 500 on the paper-based test or 173 on the computer-based test as one criterion for admission to The Graduate School. Certain degree programs, as described in the sections on those programs in this catalog, require higher TOEFL scores. MBA students see page 89 for English proficiency requirement. International students are also required to submit a Certification of Finances form. All application materials for international students should be available for review in the Graduate Office a minimum of three months before the term in which the student wishes to begin study. Applications for admission for international students which are completed and acted upon will also be kept for two years from date of acceptance. International students must, however, update their Certification of Finances forms after one year.

Ordinarily, international students whose native language is not English are limited to six credits of work in their initial semester at the University.

Peter J. Blazes, Director of International Student Affairs, meets with students.

ORIENTATIONS FOR NEW GRADUATE STUDENTS

Orientations for new graduate students, covering Graduate School policies and procedures, library and computer facilities, etc., are scheduled as listed below. Students beginning in Summer 2000 or Fall 2001 are expected to attend the Fall Orientation; students beginning in Intersession 2001 or Spring 2001 are expected to attend the Spring Orientation.

FALL ORIENTATION:	Sunday, 27 August 2000, 12-5 PM
SPRING ORIENTATION:	Saturday, 27 January 2001, 12-5 PM

REGISTRATION FOR COURSES

Registration for each semester will take place according to the schedules listed in the special bulletins which are issued prior to each semester. Registration will be with the approval of a student's mentor or chair of the department. *Students who wish to cancel their registrations must give written notice to the Graduate School Office. Please see details under Dropping and Withdrawing from a Course.* Students who are dropped from courses due to non-payment of tuition and subsequently wish to activate their registrations will be charged a reinstatement fee (see Tuition and Fees section).

In order to facilitate registration for both continuing and new students, a period of course registration is held prior to each term. All continuing students are expected to register for the subsequent term during this period.

Undergraduate students may register for certain graduate courses. They must, however, have the approval of the appropriate department chair and the appropriate deans.

Graduate Student Advisory Council officers Denise A. Comiskey and Usman Masrur.

Academic Regulations

MENTORS

From the inception of graduate study, students will be assigned mentors to help them formulate a program of studies and supervise their work. It is suggested that students work closely with their mentors and that the courtesy of arranging appointments in advance with faculty members so designated be observed by all students.

GRADING SYSTEM

The following grades are used in graduate course work:

Grade	Quality Points Per Credit	Definition
A	4.00	Superior/outstanding
A-	3.67	Excellent
B+	3.33	Very good
B	3.00	Good
B-	2.67	Fair
C+	2.33	Passing grade
C	2.00	Minimal passing grade
F	0.00	Failure
S	Not computed	Satisfactory or Pass
U	Not computed	Unsatisfactory or Fail

S/U grading is authorized only for certain courses.

"IP" indicates that a student is registered for a thesis or an approved research project which has not been completed at the end of a given semester but for which satisfactory progress is being made. This grade is temporary and once the work has been completed it must be converted to one of the permanent grade symbols.

"W" indicates that a student has withdrawn from a course.

"I" indicates postponement of the completion of a course. It is given at the discretion of the instructor to a student who is doing satisfactory work but who has not completed all of the course requirements at the end of a given semester. Given such an extension, the student must complete all the required work, unless otherwise agreed, before the midpoint of the next regular semester. Failure to complete the necessary work within the stipulated time results in automatic conversion of the "Incomplete" to a permanent grade of F.

"AU" indicates that a student has taken a course for which permission has been granted without a grade being awarded. Students must secure such authorization prior to the start of a course. Entry of the audit grade on a transcript assumes satisfactory attendance at class meetings. The student should consult with the instructor as to what constitutes satisfactory attendance.

"NG" is a temporary grade issued when a faculty member fails to meet the deadline for the submission of grade reports. Such temporary grades will be changed to permanent grade symbols when issued by the professor.

Special permission is not needed to repeat failed courses; however, prior approval of the student's dean is needed to repeat non-failed courses. The recording of grades for repeated courses shall be governed by the following conditions: 1. Credit for a course will be granted only once. 2. Credit for the course will be lost if the course is repeated and

failed. 3. The most recent credit and grade will count toward the GPA with this exception: a "W" grade cannot replace another grade. 4. Each attempt to complete a course will be reported on the student's transcript. 5. Ordinarily, a student may repeat a course only in the same manner in which it was originally taken. 6. A student repeating a course must so indicate on his/her registration form.

Regular attendance at class is considered a requisite for successful completion of a course.

APPEAL OF A GRADUATE COURSE GRADE

A student who wishes to appeal the final grade in a graduate course should first contact the instuctor of the course in order to remedy the situation informally. If, having met with the instructor, the student still thinks that he/she has been inappropriately evaluated in the course, he/she may make a written request that the Chair of the faculty member's department review the process by which the grade was determined. The written request must describe, in detail, the situation and reason for appealing the course grade. The Chair will attempt to facilitate a reasonable solution at the departmental level. The Chair may make written recommendation to both the student and faculty member following the review. If the matter is not resolved at the departmental level, then the student may request, in writing, that the Dean of The Graduate School review the matter. The Dean will review the matter and provide a written decision to the student and faculty member. The Dean's decision is final.

STANDARDS OF PROGRESS

All students must have a cumulative graduate grade point average (GPA) of at least 3.0 in order to graduate with a master's degree. In addition, it is expected that all students must maintain a cumulative graduate GPA of at least 3.0 in order to remain in good academic standing.

If a student is placed on academic probation, then the student is required to obtain a cumulative graduate GPA of at least 3.0 within the next three courses taken (normally nine hours of course work).

a. Successful achievement of this expectation will result in the student's being reinstated to regular academic status.

b. Failure to fulfill this expectation will cause the student to be subject to dismissal.

While there is no set limitation on the number of courses a student may take in a semester while on academic probation, it is imperative that the student recognize the necessity of improved academic performance in order to regain the minimum graduate GPA of 3.0 within the next three courses.

A student on academic probation is not eligible to receive an initial offer of a graduate assistantship. A student who is a graduate assistant and who is placed on academic probation may be reappointed for a second year provided he/she is making reasonable progress towards completion of degree requirements. In this situation, the student's program director will have to provide to the dean a written recommendation presenting a sufficient case for reappointment.

TIME LIMIT

All graduate work for a degree, including the thesis, must be completed within six years of the date when the first graduate level course is taken. Time spent in the armed

Rose Sebastianelli, Acting Dean, Peter J. Blazes, Director of International Student Affairs, Mary Ann Kuzdro, Rosemary K. Purcell and Regina B. Bennett of The Graduate School staff.

forces is not included in the six year period. Extension of this time restriction may be granted for valid reasons at the discretion of the Dean.

APPLICATION FOR DEGREE

In order to qualify for award of the master's degree, a student must complete the *Application for Degree* form. This should be done during the Course Registration period for the term in which the student expects to finish all requirements. Copies of the form are available in The Graduate Office.

The University provides the opportunity for students who have completed degree requirements to graduate at the conclusion of each academic term: summer, fall, intersession, spring. Official dates of graduation are noted in the academic calendar. Commencement exercises are held once in the academic year, at the conclusion of the spring term. Students who graduated in the previous summer, fall or intersession terms, as well as in the current spring term, participate in these commencement exercises.All diplomas are awarded in May.

TRANSFER OF CREDITS

Transfer of credits to graduate programs at The University of Scranton is governed by the following policies (special exceptions may pertain to affiliation programs):

1. Credits for transfer must be acquired in residence at an accredited institution as a graduate student.
2. A maximum of nine graduate credits may be transferred for graduate programs requiring at least 39 credit hours for completion and six graduate credits may be transferred for graduate programs that require less than 39 credit hours for completion.
3. Courses to be transferred must be integral to the student's program of study.
4. Transferred credits must be taken within six years of the date of the student's initial graduate enrollment.
5. A grade of B or better is required in any course to be transferred and an official

transcript demonstrating this must be submitted for work at other institutions (including course descriptions of the credits in question). A grade of Pass or Satisfactory is not acceptable for transferred credits.

6. The course to be transferred must be a regularly scheduled course (and not a workshop).

Students matriculated at The University of Scranton may take courses at other accredited graduate schools for the purpose of transfer of credit only with the prior permission of their mentor and the Dean of The Graduate School.

CAPSTONE EXPERIENCE

Each student in a master's degree program must complete a capstone experience in his/her field of study. For some programs, this will be successfully passing a comprehensive examination given during the last semester of studies; some programs will require the writing and defense of a master's thesis or major research paper, directed by the student's academic advisor, on a topic appropriate to the field of study; and other programs may require the writing and defense of a major paper, written in the program's capstone course, which synthesizes the ideas, philosophy, and techniques learned in the program of study. Please refer to your program-of-study section in this catalog for capstone experience requirements.

Following are The Graduate School's requirements concerning the comprehensive examination and thesis.

Comprehensive Examination: Students who are required to take a comprehensive examination must apply to take the examination by the deadlines given in the academic calendar, using the Application for Comprehensive Examination form available in the Graduate School Office. The examinations may be oral, written or both and are given on dates published in the academic calendar in this catalog (see pages 6-7). The Director of the student's program determines eligibility for the examination. Students should consult their mentor regarding the nature of the examination in their field. Students failing the comprehensive examination twice will be dismissed.

Thesis: Students who are required to complete a Master's thesis will prepare the thesis under the supervision of the candidate's thesis mentor; it must be reviewed by at least one additional reader. Each department granting thesis credit has a policy that identifies particular departmental thesis requirements and specifies how many faculty readers each thesis should have and how many reader approvals are required for successful completion of the thesis. Each Master's degree candidate preparing a thesis must defend the thesis at a public presentation.

In preparation of the thesis, style regulations prescribed by the student's department will be observed. A general thesis topic and the name of the thesis director or mentor must be approved by the program director and registered with The Graduate School when a student first **registers** for thesis credit. At the beginning of the semester during which that student expects to defend his/her completed thesis, the names of those people serving as the evaluating committee (or readers) must be approved by the program director and sent to the Graduate School Office. Three copies of the accepted thesis must be submitted to the Graduate School Office on or before the date indicated in the University calendar. A prototype of the authorized cover approval page signed by each reader must accompany each accepted thesis copy. The approval page may be obtained in the Graduate School Office. One copy of the thesis is placed in the University library.

Students working on Master's theses ordinarily register and pay for only six graduate credits, even if their work extends beyond the semester or semesters in which they registered for those six credits. Each thesis is expected to satisfy high, Master's-level standards

for the amount and quality of the work required. The grade for a Master's thesis is determined by the thesis director or mentor. Students preparing theses need to recall the time limit for completion of degree work, as described on page 18 of this catalog.

DROPPING, WITHDRAWING FROM OR ADDING A COURSE

Students may officially drop a course at any time by completing and returning to the Graduate School Office a "Schedule Change" form.

If they drop the course early in the semester, they will be entitled to a refund according to the schedule on page 28, and the drop will be treated as though the student had never registered for the course.

Beyond the refund period, a student may still withdraw from a course until the date indicated on the Academic Calendar. The student's transcript will carry the number and title of the course with a grade of "W."

Withdrawing from a course without completion and official acceptance of the appropriate form will result in a grade of "F."

To add a course, the student must complete, and return to the Graduate School Office by the deadline indicated in the Academic Calendar, the "Schedule Change" form.

Note: There is a special fee for any course-related schedule change made after the first week of each term.

POLICY CHANGES, ACADEMIC INTEGRITY, STUDENT CONDUCT AND STUDENT RIGHTS OF CONFIDENTIALITY

The University reserves the right to change any of the rules and regulations in this catalog. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who are already matriculated in the University. However, curricular changes shall not become effective until published in the catalog unless specifically approved for an earlier implementation date by the appropriate body. If a change is approved for implementation prior to its publication in a catalog, the appropriate school, department, or program shall inform students affected by the change. Application of policies, rules, and requirements, including changes thereto, may be appealed to the dean of the student's college.

The University reserves the right to take appropriate disciplinary action in the case of any student who conducts himself or herself contrary to the standards of the University. These standards (particularly the "Academic Code of Honesty" and the "Policies Governing the University Community") are given clear expression in the faculty and student handbooks of the University. The University also reserves the right to modify admissions requirements, the right to change tuition and fee charges, and the right to change the semester schedule of courses.

The University of Scranton recognizes the privacy rights of individuals who are or who have been students, as guaranteed by the Family Educational Rights and Privacy Act (FERPA) of 1974. The complete "Student Rights and Confidentiality of Information Policy" can be reviewed in the Graduate School Office. Any student wishing to prevent disclosure of information deemed permissible by FERPA may do so by notifying the Graduate School Office and completing the appropriate form.

SPECIAL NOTE FOR STUDENTS

Students, note that it is *your responsibility* to be familiar with the academic regulations, fee structures, and other policies contained in this catalog.

LIST OF COMMONLY USED FORMS

This is a handy reference list of forms commonly used by graduate students. Certain less commonly used forms are not included here. The commonly used forms are readily available in the Graduate Office as well as in most department offices and from mentors.

Application for Admission: Use this form to apply for admission to The Graduate School.

Application for Comprehensive Examination: Use this form when you are ready to take the Comprehensive Examination.*

Application for Degree: Submit this form to the Graduate School Office when you register for the term in which you expect to complete all degree requirements.

Application for Graduate Assistantship: Complete and submit this form to the Graduate Office by the March 1 deadline if you wish to be considered for a graduate assistantship for the following year.

Computer Use Agreement: All newly admitted Graduate School students must complete and submit this form to the Graduate School Office to ensure continued academic computing privileges.

Employee Reimbursement Form: Use this form if you are under an employer reimbursement plan for tuition benefits. Completed form must be returned to Bursar's Office each term with your registration agreement.

Graduate Credit Transfer Recommendation: Use this form to request review of graduate credits taken elsewhere for transfer to your program here.

Graduate Registration: If registration for courses via The University of Scranton's telephone registration system, Royal Touch, or the University Information System Web registration (UIS), is not permitted, use this form to register for courses.

Program Change: Use this form if you have already been admitted to one program but wish to be admitted to another; this includes changes between MA and MS programs within the same department.

Reader: Use this form, along with the registration form, to register for a Reader course.

Request for Transcript: Use this form to request an official copy of your graduate transcript.

Schedule Change: Use this form to change a Registration form already submitted, e.g., to withdraw from, drop or add a course.

Second Degree or Program Request: Submit this form to the Graduate School Office if you wish to initiate a second degree or program of study within five years of completion of your previous program.

Thesis Cover Approval Page: Submit this page, signed by each reader, with each copy of an accepted thesis.

* See Calendar (pp. 6-7) for deadlines.

Resources

THE HARRY AND JEANETTE WEINBERG MEMORIAL LIBRARY

The Harry and Jeanette Weinberg Memorial Library opened in 1992. Library holdings include 414,171 volumes, 2,031 print periodical subscriptions, over 3,600 full-text electronic journals, and 484,650 microform pieces. The facility includes group study rooms, quiet study areas, a 24-hour study room with a computer lab, and an Electronic Indexes laboratory. There are CD-ROM databases on stand-alone work stations. Laptop computers may be borrowed at the circulation desk. These laptops make wireless connection on the third floor stack area, to the University's network, Library databases and the Internet. The Media Resources collection, on the first floor, holds 11,500 non-print items including video- and audiocassettes, phonograph records, films, filmstrips and slides.

The on-line public catalog displays the Library/Media Resources/Special Collections holdings and the availability of materials. Users may access the holdings in the on-line public catalog on the World Wide Web. Library databases are available under Electronic Resources from the Library's homepage. The Library has approximately 100 databases. The Electronic Indexes pages list the web-based titles with links from campus or home. Other databases are on CD-ROMs for use on standalone machines.

The Library conducts an extensive user-education program to orient and instruct students and faculty in research resources and techniques. Librarians staff the reference desk during all Library hours.

Library hours are posted on campus, on the on-line public catalog menu, on the message board system and on the World Wide Web. The Library is open over 99 hours per week with extended hours prior to and during the final-exam period each semester. For more information about the Library, its services and resources, see the Library's home page on the World Wide Web by selecting Resources from the University's home page, http://www.scranton.edu.

CAREER DEVELOPMENT AND PLACEMENT

Career Development and Placement staff advise students on career-development issues, assist students and graduates in job search, and help students plan for further academic work following graduation. During the academic year, the office presents workshops on resume/interview preparation and career planning. A career library containing occupational information and some graduate school catalogs is also available. The Career Development and Placement Office coordinates the on-campus recruiting program. Office hours are 8:30 a.m. to 7:30 p.m. Monday through Thursday, 8:30 a.m. to 4:30 p.m. on Friday. Contact Career Development and Placement in the Gallery, 2R (570-941-7640) to arrange appointments.

COUNSELING CENTER

The Center counselors provide individual and group counseling for all enrolled University students, both full and part-time. Services are confidential and free of charge. The Center is open Monday through Friday, 8:30 a.m. to 4:30 p.m. Later evening sessions may be scheduled by appointment only. In addition, emergency crisis consultation is available from September through May (while classes are in session) on a 24-hour basis by calling Public Safety (570-941-7777) to access the counselor-on-call. Stop by the Gallery building floor 2F or call 570-941-7620 to make an appointment.

WELLNESS CENTER

The Wellness Center encourages healthy lifestyle choices by providing educational programs and referrals on spiritual, social, physical, intellectual, career and emotional well-being dimensions. Current offerings are posted on campus and on our webpage (http://academic.scranton.edu/department/wellness/) each semester. Call the Wellness Center for further details.

The Center is located in the Roche Wellness Center (at the corner of Mulberry Street and N. Webster Avenue). The Center is open Monday through Friday, 8:30 a.m. to 4:30 p.m., and evenings by appointment (570-941-4253).

COMPUTER FACILITIES

The University provides an excellent array of computing facilities, both hardware and software. A listing of the facilities is provided below. Details regarding equipment, software, support services, and hours are published by Information Resources at the beginning of each academic year, with periodic updates throughout the year. Students should consult current Information Resources publications for up-to-date details.

General Access Computer Labs:

- Alumni Memorial Hall
- Pro Deo Room, Weinberg Memorial Library (24-hour access)

Residence Hall Labs:

- Gavigan College
- Redington Hall

Other Facilities:

- Chemistry Computer Lab, Loyola Hall, Room 317
- Communications Microcomputer Lab, St. Thomas Hall, Room 464
- Counseling/Human Services Microcomputer Lab, McGurrin Hall, Room 436
- Computing Sciences Workstation Labs, St. Thomas Hall
- Education Macintosh Lab, McGurrin Hall, Room 120
- Foreign Languages Microcomputer Lab, St. Thomas Hall, Room 360
- Health/Human Resources Microcomputer Lab, McGurrin Hall, Room 406
- Learning Resources Center Microcomputer Lab, Alumni Memorial Hall, Room 406
- Literacy Lab I, St. Thomas Hall, Room 475
- Literacy Lab II, St. Thomas Hall, Room 375
- Math Microcomputer Lab, St. Thomas Hall, Room 461
- Military Science Computer Lab, Rock Hall, Room 107
- Nursing Instructional Microcomputer Lab, McGurrin Hall, Room 336
- Occupational Therapy Microcomputer Lab, Leahy Hall, Room 2002
- Physics/Electrical Engineering CAD/CAM Lab, St. Thomas Hall, Room 170
- Physical Therapy Microcomputer Lab, Leahy Hall, Room 010
- Psychology Microcomputer Lab, Alumni Memorial Hall, Room 214
- Psychology Instructional Microcomputer Lab, Alumni Memorial Hall, Room 214
- Kania School of Management Instructional Microcomputer Lab, KSOM
- Writing Center Computer Lab, Literary & Performing Arts, Room 224

Further information and assistance may be obtained from the Information Resources Help Desk, Alumni Memorial Hall, 570-941-HELP. Up-to-date information is available on-line also through The University of Scranton Web Server (http://www.scranton.edu).

LEARNING RESOURCES CENTER

The University's Learning Resources Center is located in Alumni Memorial Hall, Room 112. Services provided for the graduate student include tutoring for undergraduate courses and assistance with study skills, as well as computer-assisted learning. An ESL

class for international students is available depending on enrollment. The Center is open from 8:30 a.m. to 7:00 p.m. Monday through Thursday, and 8:30 a.m. to 4:30 p.m. on Fridays during the fall and spring terms. Summer hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. Services are also provided to students with disabilities. A Writing Center is available to assist students with writing assignments - no appointment is necessary. Contact the Center for further information (570-941-4038).

BYRON RECREATIONAL COMPLEX/ JOHN LONG CENTER

Graduate students may use both the Byron Recreational Complex and the John Long Center on a per-semester fee basis. Facilities in the Byron Recreational Complex include three gymnasiums that may be used for basketball, volleyball, badminton, and tennis; indoor pool and locker rooms containing saunas and steam rooms; racquetball/handball courts; a dance/aerobics room; and individual fitness equipment. The John Long Center facilities, located adjacent to the Byron Complex, include a gymnasium, weight room, wrestling room and locker rooms.

STUDENT HEALTH SERVICES

Student Health Services is located in the Roche Wellness Center at the corner of Mulberry Street and N. Webster Avenue. Graduate students have the option of utilizing the services we offer and becoming eligible to use Student Health Services by payment of the health fee of $65.00 per semester. Payment of the health fee may be made at the Bursar's

Recipients of The Graduate School's 2000 Outstanding Achievement Awards: Seated; from left: Kimberly Dianne Ward (Physical Therapy); Allison Leigh Henry (Physical Therapy); Laura L. Mishko (Elementary and Secondary Education); Tina Kielceski (Reading Education); Jeanne Ann Nicholson (Rehabilitation Counseling); Debbie A. Simon (Business Administration); Jodi A. Tomassoni (Business Administration); Otsile Tiny Sento (School Counseling). Standing; from left: Robert E. Powell; Dean; Scott J. Kester (History); Jason Alden Danner (Theology); Kevin Booth (School Administration); Laura Mary Novak (School Counseling); Paul A. Libassi (School Counseling); German David Deffit Jugo (Business Administration); Theodora Ann Spence (Health Administration); Kathleen Yankovich (Human Resources Administration); Kimberly Dawn Gerrity (Human Resources Administration); Suini Liang (Business Administration). Missing from photo: Mary Beth LaRue Jaditz (English); Timothy Michael Anselm Powers (Community Counseling); Joseph Anthony Ryan (Chemistry); John G. Sammon (Software Engineering).

Office. Services offered include health and wellness information, nursing assessment, treatment of routine illnesses and injuries, medical services provided by physicians and a certified nurse practitioner by appointment, as well as referral to community healthcare providers for services beyond the scope of a student health facility. Further information may be obtained by contacting Student Health Services (570-941-7667).

GRADUATE ASSISTANTSHIPS AND OTHER FISCAL SUPPORT INFORMATION

Graduate Assistantships: Approximately 60 graduate assistantships are available. For students in the Rehabilitation Counseling program, traineeships are sometimes available. Information and application forms for the assistantships may be obtained from the Graduate School Office. The deadline for applying for assistantships is March 1.

On-Campus Positions: Residence Life Coordinator positions are offered to single male and female graduate students, whereby room and board in The University of Scranton's dormitories are provided. Applications may be obtained from the Student Affairs Office (570-941-7680).

A limited number of other campus jobs is also available. Inquiries regarding these should be directed to the Financial Aid Office (570-941-7700).

ROTC: Graduate students who have two full years of study remaining are eligible to participate in the ROTC Program administered by the Military Science Department, College of Arts and Sciences. There are also opportunities for full ROTC scholarships that pay $16,000 for tuition, $450 for books and $2,000 for spending money annually. Students participate in adventure training, classroom leadership instruction, and internships. Contact the Military Science Department at 570-941-4597, fax 570-941-4340, e-mail ROTC@scranton.edu , or visit our homepage in the Academic section of www.scranton.edu.

Graduate Tuition Guarantee Program: In order to provide a basis for personal economic planning for graduate course work and to encourage the completion of graduate degree requirements at The University of Scranton, a graduate student initiating a course of study in The Graduate School will be eligible for a guaranteed tuition rate based on the initial academic term (either fall semester, intersession, spring semester, or summer sessions) for a total of three calendar years.

1. The tuition rate for the initial term of registration will be assessed for subsequent registrations in the University's next three academic terms.

2. In order to be eligible for this Graduate Tuition Guarantee in the second 12-month period, the student must maintain and successfully complete a total registration of at least nine graduate credit hours for the initial 12-month period (the four academic terms included in the 12 months commencing with the student's initial registration term). Successfully completing at least nine graduate credit hours is interpreted to mean earning a grade of A, A-, B+, B, B-, C+, C, S, or IP (In Progress for thesis work) in each of the courses comprising those nine credit hours.

3. If the student satisfies the requirements for the Graduate Tuition Guarantee for the second 12-month period, then he/she is eligible for a third 12-month period. As in item #2, in order to be eligible for this Graduate Tuition Guarantee in the third 12-month period, the student must maintain and complete a total registration of at least nine graduate credit hours for the second 12-month period (the four academic terms included in the second 12 months following the student's initial registration term).

4. The Graduate Tuition Guarantee will cease at the end of the 36-month period follow-

ing the initial graduate registration or if the student fails to satisfy the nine-graduate credit-hour registration expectation in the previous designated 12-month period.

5. When the Graduate Tuition Guarantee ceases, the tuition rate for that current academic year will become effective.

6. A student is eligible for the Graduate Tuition Guarantee only at the outset of studies and after the Graduate Tuition Guarantee Agreement has been signed by the student and returned to the Graduate School Office.

Voucher Program: As partial recognition for supervising a student teacher, the Cooperating Teacher (an elementary or secondary school teacher who has been identified by his/her administration, due to his/her professional classroom performance, as deserving of the responsibility for directing student teachers) will be awarded a (non-transferable) Graduate Credit Tuition Voucher which may be used to pay for one credit in a three-credit graduate course taken at The University of Scranton in the field of Education.

Cooperating Teachers desiring additional information on admission to The Graduate School and the use of a Graduate Credit Tuition Voucher may call The Graduate School (570-941-7600).

Tuition Policy for Senior Citizens: Persons 60 years of age and older may audit courses at The University of Scranton at no tuition charge, on a space-available basis. Such persons may take courses for credit at 50% tuition. These reductions are applicable only after the person has applied for and receives any form of financial assistance normally available, e.g., state and federal assistance and employer reimbursement. Fees and other costs of courses, e.g., textbooks, are assessed at the normal rate in all cases. Students must be formally admitted into The Graduate School in order to pursue graduate courses.

Tuition and Fees

Tuition (per semester hour of credit) $515.00
Theology (per semester hour of credit) 258.00

FEES –

Application Fee 50.00
Binding of Thesis 40.00
Graduation Fee 80.00
Reader Fee (per credit fee in addition to tuition) 30.00
Registration Fee (per semester) 25.00
Additional Late Registration Fee 20.00
Schedule change fee (after 1st week of term) 15.00
Nursing Clinical Assessment/Clinical Practicum fee, per semester 110.00
Transcripts
- Unofficial 2.00
- Official: current students 3.00
- Official: others 5.00

FEES – OPTIONAL UNIVERSITY SERVICES

English Proficiency Course 300.00
Parking Fee (per year) 55.00
Recreation Center
- Fall or Spring Term 70.00
- Summer or Intersession Term 10.00

Student Health Services (per semester) 65.00

Certain courses also carry a special fee. Unless explicitly stated otherwise, tuition and fees are for one semester and are payable at registration. The graduation fee is payable, whether or not a student attends commencement exercises.

Students will not be permitted to receive any degree, certificate; or transcript of record until their financial accounts with the University have been satisfactorily settled.

The University will adhere rigidly to the following "Schedule of Refunds." Fees are not refundable.

SCHEDULE OF REFUNDS

FALL/SPRING SEMESTERS

Until the end of the tenth calendar day of the term 100%
Eleventh through seventeenth calendar day of the term 75%
Eighteenth through twenty-fourth calendar day of the term 50%
Twenty-fifth through thirty-first calendar day of the term 25%
Beyond thirty-one calendar days in the term ..... No Refund

SUMMER AND INTERSESSION

Until the end of the third calendar day of the term 100%
During the fourth calendar day of the term 50%
Beyond four calendar days in the term ..... No Refund

Secondary Education, Elementary Education, Administration (Secondary and Elementary), Reading Education, Supervision

Dr. David A. Wiley, Chair, Education
570-941-4032
http://academic.scranton.edu/department/education

Department faculty: Professors - Joseph M. Cannon, Joseph A. Fusaro, David A. Wiley; Associate Professors - Robert Jeffrey Cantrell, Thomas W. Gerrity; Assistant Professors - Barbera Cozza, Tim Hobbs, Deborah Eville Lo, Kathleen K. Montgomery, Dalphia Raye Pierce; Lecturers - Tata J. Mbugua, Gloria Transits Wenze.

The Department of Education offers a variety of programs for individuals currently in the field of education as well as for those wishing to enter the field. The programs include initial certification for a variety of positions as well as second certifications; the Master of Arts and Master of Science degrees, some of which are directly connected with certifications and some of which may be pursued by those who already hold certifications; and individual courses which may be taken for updating skills and knowledge or pursuing new fields. The various programs and options are described in the following sections.

DEPARTMENTAL REQUIREMENTS

Admission requirements for all programs in the Department of Education are the same as those for The Graduate School as a whole, as described on pages 11-16 of this catalog. All candidates for a Master's degree in Education are required to complete successfully a comprehensive examination in the field of their degree. Additional requirements for each degree or certificate are described under the respective programs in the following sections.

CAPSTONE EXPERIENCE

The comprehensive examination is the capstone experience for students pursuing a Master's degree in the Department of Education. Comprehensive examination questions reflect theory, practice and the synergy of both to the student. The comprehensive examination is taken toward the end of the student's program of study. Students must pass this examination before graduation. Should a student fail one or more parts of the comprehensive examination, the student may retake those parts at the next scheduled examination date.

ACT 34 CLEARANCE

As a matter of University policy, all education students are required to submit a completed Act 34 clearance and the Pennsylvania Child Abuse History clearance to the Department of Education prior to being placed in any field experience that would put them in direct contact with children. These clearances are collected by the University on behalf of the school entity where the field experience will occur. The completed Act 34 and Child Abuse History forms will be delivered to the school entity by the Department of Education. The University will not maintain a student's clearances or background checks after delivery of the forms to the school entity where the field experience will occur.

CERTIFICATION

All certification candidates must exhibit pre-certification competency of PL 94-142 before being recommended for the certification they seek. Education students seeking certification are evaluated annually by the Department of Education faculty. This evaluation is based on academic and personal qualities cited in *The Education Student Handbook*, copies of which are available in the Weinberg Memorial Library and the Department of Education. Students whose professional development is deemed unsatisfactory in these areas are subject to departmental probation and may be recommended to the Graduate Dean for dismissal from the education program.

A student who is enrolled in any certification program at the University and is recommended to be dropped from the program or refused University endorsement for certification may appeal the decision. The appeal is made through the Chair of the Department to the Teacher Education Committee, and then to a Committee consisting of three persons: the Graduate Dean, the Department Chair and a person from the faculty selected by the Director of the Certification Program in which the student is enrolled.

In order for certification applications to be processed, the student must achieve satisfactory scores on the National Teacher Examination required by the Pennsylvania Department of Education. These tests include:

1. Basic Skills;
2. General Knowledge;
3. Professional Knowledge;
4. The Specialization Area Test - mathematics, English, elementary education, etc. as appropriate for the certificate sought by the candidate.

Approval of the mentor and certifying officer must be received before a course may be substituted for any course required in the specified certification program. Courses to be transferred from another college for certification purposes must also receive approval of the mentor and certifying officer before the courses are accepted for program requirements.

ACCREDITATION

All graduate programs in the Department of Education are accredited by the Pennsylvania Department of Education (PDE) and the National Council for Accreditation of Teacher Education (NCATE).

SECONDARY EDUCATION

Dr. David A. Wiley, Chair
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The Secondary Education program offers a number of options for students. The person who already holds a secondary certificate may choose a Master's degree in secondary education with a *curriculum and instruction option, psychology option, content option, or general studies option*, the selection depending on the student's interests. An international student may be permitted to complete a Master's degree without certification as long as teaching standards required by his/her home country have been satisfied.

The person who does not already possess a teaching certificate may not be awarded a Master's degree prior to completing certification requirements. Certification requirements may be pursued separately or at the same time as a Master's degree in reading education or in elementary or secondary education with a general studies option *only*.

The *Foundation* and *Research* course requirements (nine credits) are the same for all degree options. All master's degree students must take ED 502 Educational Research and must take six credits of additional Foundation courses by choosing from ED 501, ED 503, and ED 508.

Research Course Requirement (3 credits)

ED	502	Educational Research	3

Foundation Course Requirement (6 credits)

ED	501	Educational Psychology	3
ED	503	Educational Tests and Measurement	3
ED	508	Advanced Foundations of Education	3

The various options have the following requirements in addition to the Research and Foundation course requirements.

David A. Wiley, Professor and Chair of the Department of Education.

Curriculum and Instruction Option

ED	509	Improving Instruction	3
or			
ED	512	General Methods and Planning	3
ED	510	Curriculum Theory and Development	3
ED	514	Group Processes in the Classroom	3
ED	545	Reading/Language Arts in the Content Areas	3
ED	560	Subject Methods	3
ED	562	Teaching the Gifted Child	3
ED	568	Education of the Exceptional Child	3
		Electives	6

Degree Requirements: 36 credits and a comprehensive examination are required for the Master of Science degree in Secondary Education with the Curriculum and Instruction Option.

Psychology Option

ED	514	Group Processes in the Classroom	3
ED	562	Teaching the Gifted Child	3
ED	568	Education of the Exceptional Child	3
COUN	508	Developmental Psychology	3
COUN	531	Psychology of Adjustment	3
		Electives	12

Degree Requirements: 36 credits and a comprehensive examination are required for the Master of Science degree in Secondary Education with the Psychology Option.

Content Option

ED	509	Improving Instruction	3
ED	560	Subject Methods	3
(English concentration – ENLT 507)			
		Electives	0-3

The student and mentor will select 15 to 18 graduate credits in one of the content areas listed below:

History Chemistry English Mathematics

Degree Requirements: The Master of Science degree in Secondary Education with the Content Option is awarded with 36 credits and the comprehensive examination.

General Studies Option

		Electives	27

Degree Requirements: 36 credits and a comprehensive examination are required for the Master of Science degree in Secondary Education with a General Studies Option. This option requires prior approval by the mentor, in consultation with the chair of the Department of Education, of a sequence of studies directed toward a professionally identified goal.

Teacher Certification Requirements: Completion of the following courses, if not previously transcripted or documented as being completed to the department's satisfaction, shall constitute the requirements for certification:

ED	501	Educational Psychology	3
ED	508	Advanced Foundations of Education	3
ED	511	Computer Literacy for Educators	3
ED	512	General Methods and Planning	3
ED	515	Secondary Classroom Management and Discipline	3

ED	516	Field Experience I	1
ED	517	Field Experience II	1
ED	518	Field Experience III	1
ED	545	Reading/Language Arts in the Content Areas	3
ED	560	Subject Methods	3
ED	581	Planning in the Secondary Teaching Internship	2 variable
ED	582	Instruction in the Secondary Teaching Internship	2 variable
ED	583	Management in the Secondary Teaching Internship	2 variable
ED	584	Professional Growth in the Secondary Teaching Internship	3 variable

The number of credits required in the Teaching Internship may be adjusted on the basis of years of previous teaching experience.

Note: Additional credits in the subject area may be required in accordance with the student's previous course work and how this relates to the program in which the student wishes to obtain certification.

ADDITIONAL CERTIFICATIONS AND SELF-IMPROVEMENT

Students who already possess secondary teaching certification may pursue additional certifications. Courses required for the additional certifications will depend on the area(s) in which certification is sought and on previous course work. The student should consult the Director of the Secondary Education program regarding specific requirements.

Students may also take graduate courses for self-improvement without reference to either a degree program or a certification program.

ELEMENTARY EDUCATION

Dr. David A. Wiley, Chair
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The Elementary Education program offers a number of options for students. The person who already holds an elementary education certificate may choose a Master's degree in elementary education with a *curriculum and instruction option*, a *psychology option*, or a *general studies option*, the selection depending on the student's interests. An international student may be permitted to complete a Master's degree without certification as long as teaching standards required by his/her home country have been satisfied.

The person who does not already possess a teaching certificate may not be awarded a Master's degree prior to completing certification requirements. Certification requirements may be pursued separately or at the same time as a Master's degree in reading education or in elementary or secondary education with a general studies option *only*.

The *Foundation* and *Research* course requirements (nine credits) are the same for all degree options. All Master's degree students must take ED 502 Educational Research and must take six credits of additional Foundation courses by choosing from ED 501, ED 503, and ED 508.

Research Course Requirement (3 credits)

ED	502	Educational Research	3

Foundation Course Requirement (6 credits)

ED	501	Educational Psychology	3
ED	503	Educational Tests and Measurement	3
ED	508	Advanced Foundations of Education	3

The various options have the following requirements in addition to the Research and Foundation course requirements.

Curriculum and Instruction Option

ED	509	Improving Instruction	3
ED	510	Curriculum Theory and Development	3
ED	564	Teaching Elementary Language Arts	3
ED	567	Teaching Elementary Social Studies	3
ED	571	Teaching Elementary Mathematics	3
ED	574	Teaching Elementary Science	3
		Electives.	9

Degree Requirements: 36 credits and a comprehensive examination are required for the Master of Science degree in Elementary Education with the Curriculum and Instruction Option.

Psychology Option

ED	514	Group Processes in the Classroom	3
ED	562	Teaching the Gifted Child	3
ED	568	Education of the Exceptional Child	3
COUN	508	Developmental Psychology	3
COUN	531	Psychology of Adjustment	3
		Electives	12

Degree Requirements: 36 credits and a comprehensive examination are required for the Master of Science degree in Elementary Education with the Psychology Option.

General Studies Option

		Electives	27

Degree Requirements: 36 credits and a comprehensive examination are required for the Master of Science degree in Elementary Education with the General Studies Option. This option requires prior approval by the mentor, in consultation with the chair of the Department of Education, of a sequence of studies directed toward a professionally identified goal.

Teacher Certification Requirements: Completion of the following courses, if not previously transcripted or documented as being completed to the department's satisfaction, shall constitute the requirements for certification:

ED	501	Educational Psychology	3
ED	503	Educational Tests and Measurement	3
ED	508	Advanced Foundations of Education	3
ED	511	Computer Literacy for Educators	3
ED	513	Elementary Classroom Management and Discipline	3
ED	516	Field Experience I	1
ED	517	Field Experience II	1
ED	518	Field Experience III	1
ED	541	Foundations of Reading/Language Arts	3
ED	545	Reading/Language Arts in the Content Areas	3
ED	564	Teaching Elementary Language Arts	3
ED	567	Teaching Elementary Social Studies	3
ED	568	Education of the Exceptional Child	3
ED	571	Teaching Elementary Mathematics	3
ED	574	Teaching Elementary Science	3
ED	586	Planning in the Elementary Teaching Internship	2 variable
ED	587	Instruction in the Elementary Teaching Internship	2 variable
ED	588	Management in the Elementary Teaching Internship	2 variable
ED	589	Professional Growth in the Elementary Teaching Internship	3 variable
		Total Credits	42-48

The number of credits required in the Teaching Internship may be adjusted on the basis of years of previous teaching experience.

Note: Additional credits in the content competencies for elementary education may be required in accordance with the student's previous course work or documented experience.

ADMINISTRATION (ELEMENTARY AND SECONDARY)

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The Elementary and Secondary Administration programs are designed to prepare principals. In addition to the Graduate School's requirements, the following are requirements for admission to the Administration programs:

1. Recommendations from three persons capable of evaluating the candidate's personal qualities as well as academic potential.
2. A written self-estimate of the candidate's qualifications for the position of principal.
3. A personal interview.

THE MASTER'S DEGREE

The student will be recommended for a Master of Science degree in *either* Elementary School Administration or Secondary School Administration after satisfactory completion of required courses as approved by the mentor, the comprehensive examination in School Administration, and a scholarly paper approved or a professional project completed 60 days before graduation. With the mentor's permission, the student may substitute a prescribed three-credit course for the scholarly paper or professional project.

Normally 36 credits are required for the Master of Science degree and 48 credits for the Master of Science degree and certification as an Elementary School Principal or a Secondary School Principal.

Courses are prescribed from the following list; other courses, including electives, may be substituted in consultation with the mentor.

Administrative Sequence:

	Course		Credits
*	ED 521	Educational Administration	3
*	ED 522	Problems in School Administration and Supervision	3-6
	ED 523	Public Relations for Educators	3
	ED 524	Personnel Management for Educators	3
**	ED 525	School Finance	3
	ED 526	School Plant Management	3
	ED 527	School and Community Relations	3
***	ED 528	Practicum in School Administration	3-6
**	ED 529	School Law	3
	ED 530	Seminar in Advanced School Law	3
	ED 531	Educational Management	3
*	ED 532	The Elementary School Principal as Administrator	3
*	ED 533	The Secondary School Principal as Administrator	3
	ED 534	Administration & Organization of the Middle School	3
*	ED 535	Principles and Practices of Supervision	3
	ED 536	Practicum in Supervision	3

Curriculum and Instruction Sequence:

	ED 509	Improving Instruction	3
*	ED 510	Curriculum Theory and Development	3
	ED 541	Foundations of Reading	3
	ED 545	Reading/Language Arts in the Content Areas	3

Psychological and Behavioral Sequence (any one)*:

COUN	503	Group Processes and Practice	
	or		
ED	514	Group Processes in Classrooms	3
COUN	508	Developmental Psychology	
	or		
ED	501	Educational Psychology	3
COUN	531	Psychology of Adjustment	3
COUN	567	Health and Behavior	3

Philosophical and Sociological Sequence*:

ED	508	Advanced Foundations of Education	3

Research Sequence*:

ED	502	Educational Research	3

* Normally required for degree and certification.

** Normally required for certification only.

*** One semester of ED 528 is required for degree; a second semester of ED 528 is normally required for certification.

Note: In certain circumstances, ED 530 may be substituted for ED 529 and ED 522 may be substituted for another course.

READING EDUCATION

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The primary purpose of the reading program is to prepare individuals to function as reading specialists in the schools. Individuals who successfully complete the reading program will ordinarily qualify for the Pennsylvania reading specialist instructional certificate, which is a K-12 certificate. An ancillary purpose is to prepare individuals to teach developmental literacy on the higher education level, particularly in junior/community colleges.

MASTER'S DEGREE AND READING CERTIFICATE FOR CERTIFIED INDIVIDUALS

Individuals who already hold a valid teaching certificate and want to acquire a reading specialist certificate and a Master of Science degree must complete the following:

		Credits
Research Course Requirement (3 credits)		
ED 502	Educational Research	3
Foundation Course Requirement (6 credits)		
ED 501	Educational Psychology	3
ED 503	Educational Tests and Measurement	3
ED 508	Advanced Foundations of Education	3
Reading Courses (21 credits)		
ED 541	Foundations of Reading/Language Arts	3
ED 542	Reading: Psycholinguistic Bases	3
ED 543	Diagnosis of Reading Disabilities	3
ED 545	Reading/Language Arts in the Content Areas	3
ED 546	Organizing and Operating Reading Programs	3
ED 549	Reading Practicum	3
ED 563	Children's and Adolescent Literature	3
	Electives	0-6

Degree Requirements: 30 credits, an approved scholarly paper or professional contribution and a comprehensive examination. Individuals may choose six additional credits in approved electives in lieu of the scholarly paper or professional contribution. Candidates for the reading specialist certificate in Pennsylvania must also pass the Reading Specialist Test of the Praxis Series.

READING CERTIFICATION ONLY FOR CERTIFIED INDIVIDUALS

Individuals who already hold a valid teaching certificate and want to acquire a reading specialist certificate but not a master's degree must complete the 21 credits in reading courses listed above and pass the Reading Specialist Test of the Praxis Series.

MASTER'S DEGREE AND READING CERTIFICATE FOR NON-CERTIFIED INDIVIDUALS

Non-certificated individuals with a bachelor's degree who want to acquire both a reading specialist certificate and a Master of Science degree must complete ED 501, ED 502, ED 503, and ED 508 and the 21 credits in reading plus the 15 credits listed below:

			Credits
ED	513 (or 515)	Elementary (or Secondary) Classroom Management and Discipline	3
ED	516	Field Experience I	1
ED	517	Field Experience II	1
ED	518	Field Experience III	1
ED	581 (or 586)	Planning in the Secondary (or Elementary) Teaching Internship	2
ED	582 (or 587)	Instruction in the Secondary (or Elementary) Teaching Internship	2
ED	583 (or 588)	Managing Classrooms in the Secondary (or Elementary) Teaching Internship	2
ED	584 (or 589)	Professional Development in the Secondary (or Elementary) Teaching Internship	3

Degree Requirements: 48 credits, an approved scholarly paper or professional contribution and a comprehensive examination. Individuals may choose six additional credits in approved electives in lieu of the scholarly paper or professional contribution.

READING CERTIFICATION ONLY FOR NON-CERTIFIED INDIVIDUALS

Non-certificated individuals with a bachelor's degree, who want reading specialist certificates only, must complete 45 of the 48 credits listed above and on the preceding page, and they must pass a competency test. (ED 502, Educational Research, is not required for certification only.)

DEVELOPMENTAL LITERACY OPTION

Individuals may pursue a Master of Science degree under the developmental literacy option – which does NOT lead to certification as a reading specialist – by completing the six credits in foundation courses plus the courses listed below:

			Credits
ENLT	505	Modern Grammar in the English Curriculum	3
ENLT	506	Composition in the English Curriculum	3
ED	502	Educational Research	3
ED	541	Foundations of Reading/Language Arts	3
ED	542	Reading: Psycholinguistic Bases	3
ED	543	Diagnosis of Reading Disabilities	3
ED	545	Reading/Language Arts in the Content Areas	3
ED	548	Teaching of Study Skills	3
ED	549	Reading Practicum	3
		Electives	3

Degree Requirements: 36 credits.

READING SUPERVISOR

The University offers an approved program for becoming certified as a Reading Supervisor in Pennsylvania. Please see the program description in the Supervision section of this catalog.

SUPERVISION

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The Supervision program prepares elementary and secondary school subject supervisors in the following areas:

School Guidance Services
Reading
Science
Foreign Languages
Mathematics
Social Studies
Communication (English)

ADMISSION REQUIREMENTS

The candidate must meet the following requirements for acceptance into the Supervision program:

1. Possess adequate competency in the subject to be supervised. The application will be screened by the program faculty in the area for which the supervisory certificate is to be awarded.

2. Possess a valid teacher's certificate in area of concentration.

3. Complete an application for the Graduate School and meet the Graduate School admission standards.

COURSE REQUIREMENTS

A student is required to complete a minimum of 24 credits to satisfy the competency requirements for supervisory certification and be recommended by the University to the State Department of Education for certification as a supervisor. A suitable program, taken from the following courses and courses in the appropriate discipline, will be developed by the mentor in consultation with the student. The program must also be approved by the University's Certifying Officer. A competency needs analysis will be made to assist in developing a program of studies.

Courses			Credits
ED	502	Educational Research	3
ED	509	Improving Instruction	3
ED	510	Curriculum Theory and Development.	3
ED	522	Problems in School Administration and Supervision	3
ED	529	School Law	3
ED	535	Principles and Practices of Supervision	3
ED	536	Practicum in Supervision	3
COUN	503	Group Process and Practice	
	or		
ED	514	Group Process in Classrooms	3
COUN	508	Developmental Psychology	
	or		
ED	501	Educational Psychology	3

ASSISTANT SUPERINTENDENT/SUPERINTENDENT LETTER OF ELIGIBILITY

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The superintendent of a school district is the chief educational leader of a dynamic educational organization. In his/her role there are specific functions which must be performed. Each person brings his/her own unique personality to this role. Much of the skills and knowledge necessary to function are similar from setting to setting while others are site-specific. The objective of this program is to provide both general and unique competencies.

The superintendent is the chief executive officer of a school district. He/she must serve as the educational leader of the community and as the manager of the human and fiscal resources of the school district. As managers, superintendents succeed by cooperating with staff, board, and community. Therefore, the traditional skills of management must be coupled with human relations skills and sensitivity to socio-economic forces within the community. Superintendents must have technical, human, and conceptual ability.

This program is designed to develop superintendents and assistant superintendents competent to plan, to monitor, and to evaluate activities touching many roles. Leaders must delegate. Therefore, the goal is not that program participants be experts in all areas but rather that they be competent to provide leadership and to accept accountability for all activities. Courses and experiences emphasize that education is a human process requiring group support and involvement if administration is to be successful.

ADMISSION REQUIREMENTS

The candidate must meet the following requirements for acceptance into the program:

1. Possess a master's degree with a GPA of 3.50.
2. Have three years professional experience as a school administrator/supervisor.
3. Submit a resume, including educational background, work experiences, references, and any additional pertinent material.
4. Submit official transcripts of all academic work beyond high school.
5. Submit three letters of recommendation from employers or others known on a professional basis.
6. Hold or be eligible for a Pennsylvania elementary/secondary principal or supervisor certificate at the point of application for initial Superintendent's Letter of Eligibility.
7. Submit a statement of purpose for enrolling.

PROGRAM REQUIREMENTS

It is expected that applicants have certain specific courses in their educational background. To ascertain what courses may be required in addition to the course requirements for the superintendent sequence, please see the program director.

The course sequence specific to the preparation of superintendents and assistant superintendents represents 24 credits, six of which are the Superintendent's Role Seminar and Internship. These experiences place students into an educational setting under the immediate supervision of a practicing superintendent. A contracted program of role-related experience will be developed which considers the needs of the candidate. Candidates will function in para-administrative capacities during this year-long sequence of field-related clinical experiences.

The course requirements for the superintendent's sequence are as follows:

			Credits
ED	514	Personnel Management for Educators	3
ED	526	School Plant Management	3
ED	527	School and Community Relations	3
ED	530	Seminar in Advanced School Law	3
ED	535	Special Education	3
ED	537	Seminar in Advanced School Finance	3
ED	538	Intership and Seminar	6

COURSE DESCRIPTIONS

GENERAL COURSES

Credits

ED 501.
Educational Psychology 3
(Prerequisite, teaching experience or consent of instructor) A study of psychological principles related to education, including learning, motivation, evaluation, with emphasis on practical application in the classroom setting.

ED 502.
Educational Research 3
A course designed to introduce students to scientific research. Covered will be basic statistical techniques, such as correlation, *t*-test, and Chi-square; quantitative research designs; ethnographic research; and meta-analysis. Emphasis will be placed on hypothesis-testing. Students will be required to complete a scientific research project.

ED 503.
Educational Tests and Measurement 3
Fundamental concepts applicable to educational testing, including validity, reliability, types of scores. Uses of standardized tests, especially achievement tests, in school settings. Methods of developing classroom tests.

ED 504.
Advanced Educational Psychology 3
The course is designed to take the educator beyond familiarity with basic psychological theories and principles to a level in which they can apply and use these theories to inform and improve their classroom performance.

ED 508.
Advanced Foundations of Education 3
This course is intended to present the foundations of education in an integrated, multidisciplinary approach. It will trace the development of education both as an institution and in terms of the ideas that have shaped that institution. The goal is a thorough perspective on education as it is today.

ED 509.
Improving Instruction 3
Students will study a wide spectrum of techniques and strategies to improve classroom instruction and enhance learning. Emphasis will be on practical classroom applications.

ED 510.
Curriculum Theory and Development 3
Principles of curriculum construction which underlie the reorganization of the program of studies for elementary and secondary schools, sources of the curriculum, methods of organization, structure of knowledge, and curriculum planning and development.

ED 511.
Computer Literacy for Educators 3
This course for educators is designed to meet the following goals 1. To know how computers operate; 2. To develop ability to use the computer; 3. To become aware of some of the applications of computers; 4. To understand the social implications of computers and computing; and 5. To understand the rudiments of the LOGO computing language, a language commonly available for microcomputers which promotes structured programming characterized by top-down design with stepwise refinement through modularization.

ED 512.
General Methods and Planning 3
Methodology for setting direction in the classroom, creating a learning situation, developing the content. Reinforcing and evaluation will be covered. Students will be involved with developing plans for teaching.

ED 513.
Elementary Classroom Management and Discipline 3
(Prerequisites, ED 564, 567, 571, 574 and 518. Co-requisites, ED 586, 587, 588 and 589) An in-depth study of the rationale, theories and techniques for creating an elementary school classroom environment

where learning can take place and for handling specific individual and group behavior problems in productive ways.

ED 514.
Group Processes in Classrooms **3**
A study of group processes as they impact on the management and instruction of classrooms. It will be presented in both its theoretical and practical dimensions.

ED 515.
Secondary Classroom Management and Discipline **3**
(Prerequisites, ED 512, 560 and 518. Co-requisites ED 581, 582, 583 and 584) An in-depth study of the rationale, theories and techniques for creating a secondary school classroom environment where learning can take place and for handling specific individual and group behavior problems in productive ways.

ED 516.
Field Experience I **1**
(Co- or prerequisites, ED 508 or permission of instructor) Competency in making informed and structured observation of teaching styles, techniques and environments will be developed through videotaped and written case studies.

ED 517.
Field Experience II **1**
(Prerequisite, ED 516 and co- or prerequisite, ED 501 or permission of instructor. Requires application to advisor and approval by program director during advance registration) Course stresses exposure to basic education environments by assigning projects to be carried out in basic education schools and other agencies. Assignments will be completed through observation, tutoring and oral/written reports.

ED 518.
Field Experience III **1**
(Prerequisite, ED 517 and co- or prerequisite, ED 512 or permission of instructor. Requires application to advisor and approval by program director during advance registration) Course stresses exposure to the world of the teacher by involving the student in activities in basic education. Activities will be completed under the guidance of an assigned teacher in a basic education school setting. Secondary settings are in the fall semesters, and elementary are in the spring semesters.

ADMINISTRATION

ED 521.
Educational Administration **3**
A foundations course in general school administration, involving philosophical bases, organization in a democratic society, administration of instruction and personnel. Required of all students beginning a major in educational administration and a prerequisite for other courses in educational administration.

ED 522.
Problems in School Administration and Supervision **3-6**
(Prerequisite, ED 521) A seminar for the student seeking certification in elementary or secondary school administration or in supervision. Emphasis is upon in-depth examination of a selected problem or issue in administration or supervision. Admission with approval of the instructor.

ED 523.
Public Relations for Educators **3**
An introduction to school public relations. Emphasis is focused upon establishing contact between schools and the general public through the use of mass media.

ED 524.
Personnel Management for Educators **3**
This course will focus on hiring techniques, job analysis and job evaluation procedures that comply with district, state and federal regulations. The collective bargaining process and the interpretation and implementation of an employee collective bargaining agreement will be studied. Evaluation research within applied settings will be examined. Specific topics include both qualitative and quantitative methods in program evaluation, needs assessment, data interpretation and utilization strategies.

ED 525.
School Finance 3
An introduction to public school finance. Emphasis is on responsibilities in handling student funds, district budgeting and accounting, and modern planning-programming-budgetary systems. Admission with consent of instructor.

ED 526.
School Plant Management 3
This competency-based course will familiarize the student with the program and planning activities used to determine short- and long-range programs, including facility and financial needs. Ongoing maintenance activities to protect the district's capital investment and ensure its efficient operation will also be studied. The development, coordination, and implementation of policies and programs will be emphasized in relation to finance and resource mangement.

ED 527.
School and Community Relations 3
This course will review the history and philosophy of education in America and the ideas which fostered growth and change. Students will examine the relationship of the school to the community. Emphasis will be placed on the school community concept, community analysis, community characteristics affecting quality, education and public participation in educational planning and district evaluation. The roles of group dynamics and conflict resolution are part of this course.

ED 528.
Practicum in School Administration 3-6
(Prerequisite, ED 532 or ED 533 as applicable) The purpose of this course is to give the student practical experience in administrative work. A minimum of 150 clock hours in one semester must be spent on this work. Work is done under supervision in a local school system according to a definite schedule approved by the instructor and the administrator of the school system involved. Admission by special arrangement. (Normally offered fall and spring semesters only.)

ED 529.
School Law 3
A study of common law legislative enactments and directives of the Department of Education as they pertain to school systems.

ED 530.
Seminar in Advanced School Law 3
This course will include an analysis of selected general legal principles, laws, and law-making agencies that affect leaders and educational institutions. The legislative process will be analyzed with regard to governmental decision making and the legalities of lobbying.

ED 531.
Educational Management 3
An overview of functions and problems in three major areas of responsibility: finance, law, and personnel.

ED 532.
The Elementary School Principal as Administrator 3
(Prerequisite, ED 521) A technical course emphasizing the administrative duties and responsibilities of the elementary school principal. Attention is focused on types of organization, program of studies, pupil personnel, teaching staff, plant and equipment, and community relationships.

ED 533.
The Secondary School Principal as Administrator 3
(Prerequisite, ED 521) A technical course emphasizing the administrative duties and responsibilities of the secondary school principal. Attention is focused on problems of organization, program of studies, pupil personnel, teaching staff, plant and equipment, and community relationships.

ED 534.
Administration and Organization of the Middle School 3
(Prerequisite, ED 521) A technical course emphasizing the organizational and administrative duties and responsibilities of the middle school principal. Attention is focused on the problems of organization, program of studies, pupil personnel, teaching staff, plant and equipment, and community relationships.

ED 535.
Principles & Practices of Supervision 3
A description of a philosophy of supervision, principles of supervision, the role of the supervisor, planning a supervisory program, techniques of supervision, evaluation, coordinating the instructional program, and trends in supervision.

ED 536.
Practicum in Supervision 3
(Prerequisites, ED 509 and ED 535) The purpose of this course is to give the student practical experience in supervision. A minimum of 150 clock hours in one semester must be spent on this assignment. This is accomplished under the supervision of a certified supervisor, according to a definite schedule mutually approved by the instructor and cooperating supervisor.

ED 537.
Seminar in Advanced School Finance 3
Students in this course will become knowledgeable about state fiscal law and will learn to distinguish among the various revenue sources and district budgeting. Business office functions including bid law, purchasing, and building fund management will be studied.

ED 538.
Superintendent's Role Seminar and Intership 3
This course will utilize university faculty and practicing administrators to analyze topics relevant to the role of the superintendent, including but not limited to school board relationships, the legislative process, lobbying community relations, program accountability, ethics, and other role-specific concerns. In addition, practicing administrators, faculty, and interns will share internship problems, experience, concerns, and practices.

READING

ED 541.
Foundations of Reading/Language Arts 3
A course designed to provide an introduction to reading/language arts instruction and programs. Consideration will be given to literary instruction relevant to both skills-based programs and whole-language programs.

ED 542.
Reading: Psycholinguistic Bases 3
(Prerequisite, ED 541 or consent of instructor) A course designed to familiarize students with psycholinguistic underpinnings of reading. Language acquisition and dialect variation, along with their effect on learning to read, are covered. Strategies to make students proficient in graphophonemic, syntactic, and semantic sources of information are given prominence.

ED 543.
Diagnosis of Reading Disabilities 3
(Prerequisite, ED 542 or consent of instructor) A course designed to assist the student in becoming proficient in diagnostic skills. Standardized tests and informal assessment instruments will be examined and administered. The course has a practicum aspect in that the student will be required to diagnose developmental and disabled readers at the elementary and secondary level. Reports detailing the findings and recommendations for overcoming the problems will be written.

ED 545.
Reading/Language Arts in the Content Areas 3
A course designed for acquainting students with strategies for teaching functional reading in the elementary and secondary schools. Covered will be reading, writing, and discussing strategies that facilitate elementary and secondary students' ability to reconstruct meaning from content-area materials.

ED 546.
Organizing and Operating Reading Programs 3
A course dealing with the responsibilities for setting up and directing a school reading program. Attention will be given to aspects of programs and approaches to reading instruction at various grade levels. Program evaluation, staff development, and societal problems that affect reading development will be discussed.

ED 548.
Teaching of Study Skills 3
A course designed to apprise the student of strategies effective in developing desirable study habits essential for learning. Consideration will be given to receptive, reflective, and expressive skills.

ED 549.
Reading Practicum 3
(Prerequisite, ED 543 or consent of instructor) A practicum designed to provide supervised tutorial experiences. The student will diagnose a disabled elementary schoolreader and a disabled secondary school reader and provide tutorial instruction designed to ameliorate the disabled reader's problems. For each disabled reader tutored, the student will write a report containing the results of the diagnosis, remediation, progress, and recommendations.

ED 550.
Seminar in Reading Research 3
A course designed to enable students pursuing the supervisory certificate in reading to examine the recent research in reading education. Emphasis will be placed on studies that have a direct impact on reading instruction. Students will be required to complete a scientific research study in reading.

MATHEMATICS

ED 554.
Modern Algebra for Teachers 3
A treatment of groups, rings, etc., culminating in the negative result, Abel's Theorem, that there can be no formula for solving polynomial equations of degree greater than four. Whenever possible, the material shall be related to the various subsets of the real number system covered in the secondary schools.

ED 555.
Linear Algebra and Theory of Equations 3
A study of second-, third- and fourth-degree equations and systems of equations. Along with the methods of solution, an attempt will be made to provide the teacher with a backlog of applications for each type in the form of word problems.

ED 556.
Introductory Analysis 3
An in-depth study of the concepts and principles of calculus that are generally encountered in a secondary school analysis course. Emphasis will be placed on the development of the concepts of limit, derivative and integral, and the various techniques a teacher might utilize in presenting them to a secondary school class. The student need not presently possess facility with calculus as this will develop during the course.

ED. 557
Geometry 3
A study of Euclidean geometry including a discussion of methods and materials that teachers may employ in order to generate interest and enhance presentations. Wherever possible, relevant practical applications will be provided. A discussion of certain transformations will also be included.

ED 558.
Probability and Statistics 3
An axiomatic approach to probability covering the basic rules, independence and conditional probability, probability functions, normal curve and hypothesis testing.

ED 559.
Introduction to Computing 3
A discussion of various secondary-school problem-solving techniques that involves the use of computers.

SPECIFIC SUBJECT MATTER METHODS AND MISCELLANEOUS TOPICS

ED 560.
Subject Methods 3
Utilizing knowledge of planning and teaching generally, students will be guided in the analysis of specific content and techniques for teaching that content. They will demonstrate their ability to carry out plans in "micro" teaching experiences. Offered for various content areas.

ED 561.
Creativity in the Classroom **3**
This course is the study of the dynamics of creativity as it affects the classroom performance of students. Special attention will be given to teaching creativity as a skill or process, methodologies for teaching creative problem solving, developing a classroom climate conducive to the creative process and programs which utilize creative problem solving.

ED 562.
Teaching the Gifted Child **3**
Teachers will have an opportunity to study the broad range of giftedness in children. Emphasis will be on how to foster the development of gifted youngsters in our schools. Programming for the gifted will be studied also.

ED 563.
Children's and Adolescent Literature **3**
A course designed to acquaint students with literature written for children and adolescents. Children and adolescents' literary needs and interests will be emphasized.

Ed 564.
Teaching Elementary Language Arts **3**
Focus is on the place of the language arts in the total elementary school curriculum. Topics included are integration of reading, writing, speaking and listening; correlation of these four areas of the language arts with the content subjects; and a consideration of innovative spelling and handwriting programs.

ED 565.
Inclusionary Classroom Practices **3**
Students will receive guidance in supporting the disabled student in a general education classroom, and in supporting the special education teacher and ancillary staff in providing instruction for the disabled child. We will explore methods for facilitating the acceptance and learning of the disabled student in the context of a general education environment.

ED 567.
Teaching Elementary Social Studies **3**
Students will study selected topics, problems, and recent developments in the elementary social studies curriculum and instruction.

ED 568.
Education of the Exceptional Child **3**
A general view of the field; historical background – both philosophical and legislative, with special emphasis upon PL 94-142. Physical, mental and emotional handicaps will be reviewed in some detail. Special concerns of gifted children will also be presented. Preventive and remedial programs and practices will be emphasized.

ED 569.
Current Trends in Education
Variable to 3
Students will examine trends affecting the environment of basic education and their impact on the classroom. Special emphasis will be placed on strategies, methods and models of instruction that address the trends studied.

ED 571.
Teaching Elementary Mathematics **3**
This course is designed to provide the elementary education major with planning and instructional strategies appropriate for use in the science and mathematics areas of the elementary curriculum. An analysis of content will be made in light of the needs of the elementary school, the elementary student and society.

ED 572.
The Secondary School Mathematics Curriculum **3**
(Co- or prerequisites, ED 512) This course examines the strategies and content of the mathematics curricula of the secondary school and attempts to compare them to major contemporary reform efforts. The course includes a review of secondary (junior and senior high school) mathematics.

ED 574.
Teaching Elementary Science **3**
Modern science curricula in elementary education. Consideration will be given to scientific processes, organization, planning, methods, materials and evaluation.

ED 575.
Elementary S-T-S Methods **3**
(Elementary science teaching experience or approval of instructor) This course will acquaint in-service teachers with the basic tenets of the field of science-technology-society and how it may pertain to elementary science education. By examining methods of introducing S-T-S issues and topics into the elementary school curriculum, students will be able to construct and implement S-T-S units for their own use.

ED 576.
Secondary S-T-S Methods **3**
(Secondary science teaching experience or approval of instructor) This course will acquaint in-service teachers with the basic tenets of the field of science-technology-society and how it may pertain to secondary science education. By examining methods of introducing S-T-S issues and topics into the secondary school curriculum, students will be able to construct and implement S-T-S units for their own use.

ED 577.
Integrated Studies: Social Studies and Language Arts **4**
This course provides knowledge of the child's needs in the social sciences, the humanities and the process of language acquisition. Planning for the instructional strategies used in teaching history, geography, politics, social influences and economics are examined with a multicultural emphasis through Language Arts in the curriculum.

INTERNSHIP AND RESEARCH

ED 581.
Planning in the Secondary Teaching Internship **Variable to 2**
(Prerequisites, ED 512, 516 and 517) Competency will be developed in unit and lesson planning during actual teaching practice in a secondary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

ED 582.
Instruction in the Secondary Teaching Internship **Variable to 2**
(Co-requisite, ED 581) Competency will be developed in the delivery of effective instruction utilizing appropriate methodologies at appropriate levels during actual teaching practice in a secondary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

ED 583.
Managing Classrooms in the Secondary Teaching Internship **Variable to 2**
(Co-requisite, ED 582) Competency will be developed in classroom management including routine paper work, maintaining a positive atmosphere and utilizing appropriate discipline methods during actual teaching practice in a secondary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

ED 584.
Professional Development in the Secondary Teaching Internship **Variable to 3**
(Co-requisite, ED 582) Positive professional development will be documented during actual teaching practice in a secondary school through periodic evaluation and observation by assigned school mentors and University faculty of participation in seminars, appropriate reaction to suggestions and criticism, and fulfilling general responsibilities as outlined in *The Student Teaching Handbook.*

ED 586.
Planning in the Elementary Teaching Internship **Variable to 2**
(Prerequisites, ED 512, 516 and 517) Competency will be developed in unit and lesson planning during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

ED 587.
Instruction in the Elementary Teaching Internship **Variable to 2**
(Co-requisite, ED 586) Competency will be developed in the delivery of effective instruction utilizing appropriate methodologies at appropriate levels during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

ED 588.
Managing Classrooms in the Elementary Teaching Internship **Variable to 2**
(Co-requisite, ED 587) Competency will be developed in classroom management including routine paper work, maintaining a positive atmosphere and utilizing appropriate discipline methods during actual teaching practice in an elementary school. Supervision and evaluation will be by appropriate school mentors and University faculty.

ED 589.
Professional Development in the Elementary Teaching Internship **Variable to 3**
(Co-requisite, ED 587) Positive professional development will be documented during actual teaching practice in an elementary school through periodic evaluation and observation by assigned school mentors and University faculty of participation in seminars, appropriate reaction to suggestions and criticism, and fulfilling general responsibilities as outlined in *The Student Teaching Handbook*.

ED 590.
Research Seminar **Variable to 3**
Designed for students who are working on their M.A. theses. Registration is only with permission of the student's advisor and the department chair.

ED 592.
Directed Study **Variable to 6**
This course is designed for students working in independent study on special projects and workshops. Registration in this course requires permission of the student's mentor and the department chair.

Health Administration and Human Resources

Dr. Peter C. Olden, Chair, Health Administration/Human Resources
570-941-4350 • oldenp1@scranton.edu
http://academic.scranton.edu/department/HAHR
Department faculty: Associate Professors - Peter C. Olden, Daniel J. West; Assistant Professors - Shani D. Carter, Mary Helen McSweeney; Instructor - William G. Wallick.

The Department offers course work leading to a Master of Health Administration (MHA) and a Master of Science degree in Human Resources Administration (HRA). The following policies and procedures apply to all these curricula. Specific curricular requirements are listed under the respective programs. Also, refer to the department web page.

ADMISSION REQUIREMENTS

The applicant for admission to any Departmental program must possess a bachelor's degree from an accredited college or university and provide The Graduate School with evidence of satisfactory undergraduate preparation. The ordinary standard for admission is an undergraduate GPA of at least 2.75 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to complete successfully a graduate program, such as grades in other graduate level courses, a record of progressively higher work responsibilities or score from the Graduate Record Examination and may be accepted on a probationary basis. A personal interview prior to acceptance is required. New HRA and MHA students may start course work in the fall semester only. Admission into the HRA program in the spring semester, however, may be considered upon recommendation of the HRA program director and approval by the Dean of The Graduate School. To be assured initial consideration ***for the MHA program,*** a student must apply for the program no later than April 15 (prior to the fall semester of desired entry), however, applications received subsequent to this date and up to August 1 will be considered for admission on a space-available basis. Applicants must be accepted by The Graduate School before starting courses. International students should score at least 575 on the paper-based TOEFL test or at least 232 on the computer-based TOEFL test.

The Health Administration program accepts applicants with or without professional work experience. Students accepted into the Health Administration program with little to no work experience may be required to enroll in an administrative residency to gain practical experience. The Human Resource program usually accepts only those applicants who have at least one year of professional work experience in a related field. Students accepted with limited professional work experience may be required to enroll in an internship to gain practical experience. Applicants should be prepared to discuss their career goals and employment possibilities with the program director during a personal interview, which is required prior to acceptance, and explain how they see the curriculum supporting their longer-term goals.

CAPSTONE EXPERIENCE

Students in all programs must pass a comprehensive capstone project. It may combine written, oral, and experiential components and will require understanding, integration, and application of what has previously been learned throughout the curriculum. Application for Degree is made when the student registers for HAD 509-Administrative Issues or HRA 507-Professional Contribution, which are the respective capstone courses for the Health Aministration and Human Resources programs.

FINANCIAL AID

The Department has several graduate assistantships available. Applications for assistantships are made through The Graduate School. Students must be accepted in one of the departmental programs by March 1 to be considered for an assistantship for the following fall semester.

SCHEDULING

Classes are offered from 4:30 p.m. to 7:10 p.m. and from 7:20 p.m. to 10:00 p.m. on Mondays through Thursdays. Selected courses are offered on Saturdays. Courses are scheduled so as to enable full-time students to attend classes two or three nights a week; part-time students usually attend one or two nights a week. Each course meets one night a week in the fall and spring semesters and twice weekly during intersession and summer sessions. Residency experiences in Health Administration may be spread over several semesters to accumulate the needed number of hours.

Degrees in Health Administration and Human Resources Administration can be received in 24 months of full-time academic study, although some students attend on a part-time basis and earn their degrees in 36 to 48 months. Generally the first courses taken in the Health Administration program are HAD 500 and HAD 501, and HRA 500 and HRA 502 in the Human Resources Administration program.

EMPLOYMENT OPPORTUNITIES

According to the *Occupational Outlook Handbook*, U.S. Department of Labor, employment in the fields of health administration and human resources is predicted to grow at a faster than average pace through the year 2005.

OTHER INFORMATION

The student should refer to the Academic Regulations section of The Graduate School catalog for additional relevant policies.

HEALTH ADMINISTRATION

Dr. Peter C. Olden, Director
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Today's healthcare managers and leaders need special knowledge, abilities, and perspectives to work in complex healthcare systems and organizations. Courses in the nationally accredited graduate health administration program prepare people for challenging, dynamic management careers in the healthcare sector. The MHA program enables full-time and part-time students to acquire academic knowledge, develop practical skills, examine professional points of view, and engage in personal growth. Students are encouraged to work in healthcare settings during their academic studies so that they can connect classroom learning with real-world work.

THE PROGRAM

The Graduate Program in Health Administration was established in 1987. It has grown steadily and has graduated alumni who work in a wide range of positions and organizations. The program prepares individuals to assume responsible management and leadership positions in various settings of the healthcare sector. The MHA program emphasizes preparation for and/or advancement in the broad field of health administration. The program is specifically designed to: 1. Prepare individuals academically to enter healthcare management and leadership positions; 2. Enhance the performance of individuals employed in healthcare management and leadership positions but who lack academic training and credentials; 3. Prepare individuals academically to enter or advance in a variety of healthcare staff positions; and 4. Prepare individuals to advance in senior healthcare management positions.

Healthcare supervisors, administrators, and executives work in a variety of health-related organizations and service-delivery systems such as hospitals, long-term-care facilities, ambulatory-care settings, physician-group practices, social-service agencies, rehabilitation centers, home-health organizations, managed-care organizations, insurance companies, and various planning and regulatory agencies. Depending on the position, they may be engaged in organizational management, strategic planning, community relations, education, finance, internal operations, corporate development, marketing, information systems, or other responsibilities. The MHA program can help people prepare for these and other healthcare administration jobs. Faculty mentors work with students to plan careers and evaluate career and job opportunities.

CURRICULUM

The MHA program requires 45 credits plus field work for the degree. The curriculum consists of 42 core credits and three elective credits. All courses are chosen to complement and assist the student's career goals. Students entering the program take early foundation courses HAD 500, HAD 501, HAD 505, and HAD 519. These courses serve as prerequisites for more advanced courses in the curriculum and they establish basic skills, competencies, and core knowledge. Healthcare management requires practical applied experience, so students also do appropriate field work as part of their graduate studies. A 12-credit 6-month administrative residency is generally required for students with no prior applied healthcare experience. Other types of field work include an internship (3 cr.), externship (1 cr.) or directed study (1-3 cr.). All field work electives are in addition to the 45 course credits required for the degree, and require a designated preceptor. The specific field work requirement for each student is discussed during the admission interview and during one's studies.

There are four additional requirements, which must be completed in order to graduate.

First, all students are expected to join the American College of Healthcare Executives (ACHE) and the Program's ACHE Student Chapter, or join a comparable professional association. Second, students must have and interact regularly with an identified external mentor. Third, all students must demonstrate personal computer skills. Fourth, all students must perform 24 hours of community service with healthcare or related organizations. These requirements are further explained in the separate Non-Curriculum Requirements Manual.

COMBINED B.S./M.H.A. DEGREE PROGRAM

A combined Bachelor of Science/Master of Health Administration Degree Program is available to all University of Scranton undergraduate Health Administration students who meet specific admissions criteria (refer to page 13). Contact the MHA Program Director for additional information.

ACCREDITATION

The graduate health administration program is accredited by the Accrediting Commission on Education for Health Services Administration. This accreditation reflects the commitment to and achievement of national standards for graduate-level healthcare administration education. It is the only program so accredited in Northeastern Pennsylvania. Further, the program maintains full graduate membership in the Association of University Programs in Health Administration.

EXECUTIVE CERTIFICATE PROGRAM IN HEALTH ADMINISTRATION

A 15-credit-hour certificate program is available for people who want advanced education in healthcare management but who do not wish to pursue a degree program. Applicants should have prior professional experience in the healthcare field and may begin in any semester during the year.

Anyone interested in the certificate program should arrange an interview with the Graduate Health Administration Program Director to discuss this program, review the available courses, and agree upon a 15-credit-hour plan of study to meet career goals. An application, including the plan of study, would then be made to The Graduate School. Regular admission requirements and procedures of The Graduate School would have to be met, and the established tuition and three-year tuition guarantee would be applicable. Once accepted, the student would have to complete the agreed upon program within three years. No courses from other institutions may be transferred into the certificate program. However, up to nine of the 15 credit hours could later transfer to The University of Scranton MHA program if desired.

HEALTH ADMINISTRATION CURRICULUM

Core Courses (42 credits required)

HAD 500	Health Care Organization and Administration*
HAD 501	Health Care Financial Management I*
HAD 502	Health Care Law
HAD 504	Human Resources Management
HAD 505	Health Care Statistics and Research Methods*
HAD 506	Health Care Economics and Policy
HAD 507	Health Care Information Systems
HAD 508	Leadership in Health Care Organizations
HAD 509	Administrative Issues
HAD 515	Health Care Planning and Marketing
HAD 519	Health Services and Systems*
HAD 521	Health Care Financial Management II
HAD 522	Health Care Operations Management
HAD 525	Medical Ethics and Social Responsibility (1 cr.)
HAD 526	Governance and Board Effectiveness (1 cr.)
HAD 527	Managed Care (1 cr.)

Elective Courses (3 credits required)

HAD 510	Hospital Administration
HAD 511	Community Based Services and Networks
HAD 512	Medical Practice Administration
HAD 513	Long Term Care Administration
HAD 517	International Comparative Health Care Services and Systems
HAD 582	Directed Study
HAD 584	Special Topics

Field work Courses

(Maximum of 12 credits required, depending upon prior work experience.)

HAD 580	Internship in Health Administration
HAD 581	Administrative Residency
HAD 582	Directed Study
HAD 583	Externship in Health Administration

Credits for Degree: 45+ Field work

* Foundation courses taken in sequence.

HUMAN RESOURCES ADMINISTRATION

Dr. Shani D. Carter, Director
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OBJECTIVES

The Human Resources Administration (HRA) program is rooted in the Jesuit liberal arts tradition and prepares students to be proactive in their pursuit of fairness and equity within the workplace. The program is designed to educate students in the theory and practice of processes used to promote effective performance, development, and job satisfaction of employees. A strong knowledge base of theory is critical to the successful practice of HR, and students will be actively engaged in the application of theory and how those applications can influence the effectiveness of organizations.

The changing nature of work as influenced by social, economic, technological and educational forces is explored, both nationally and globally. Further, students will develop excellence in both written and oral expression, and the effective utilization of technological advances.

Specifically, the program is designed to: 1. Prepare individuals academically to enter leadership positions; 2. Enhance the performance of individuals employed in leadership positions, but lacking academic training and credentials; and 3. Prepare individuals academically to enter or advance in a variety of human-resource-related positions and departments. The program emphasizes an active learning environment wherein the student can acquire knowledge, gain practical skills, and engage in self-exploration and personal growth. Prospective students should be aware that the HRA program is not a business curriculum and is not intended to be the equivalent of an MBA program.

Shani D. Carter, Assistant Professor of Human Resources Administration and Director of the Graduate Program in Human Resources Administration

CURRICULUM

The Human Resources Administration curriculum has three core courses. The two core courses, Organizational Leadership (HRA 500) and Human Resources (HRA 502), provide foundational knowledge in organization concepts, theories and human resources practices and should be taken in the first semester of study. The third core course, Professional Contribution (HRA 507) is a capstone course taken in the final semester prior to graduation. A specialization provides in-depth study in a particular area and encompasses five courses or 15 credits including one required course. The remaining 15 credits can be taken from other courses in the curriculum. For students with little work experience, an internship is recommended, to be taken near the completion of course work. Computer applications are integrated throughout the curriculum, therefore entering students are expected to have proficiency in word processing, spreadsheet, database and Internet applications.

AREAS OF SPECIALIZATION

Specialization allows the student to develop an area of expertise on the basis of interest and career goals. The program contains three specializations. Organizational Leadership provides a broad academic preparation in general organization leadership and administration. Human Resources and Human Resource Development are more specialized and prepare the student for more delineated professional roles in human resources administration. The specialization is shown on the student's transcript.

The Human Resources Administration program prepares individuals to enter and/or advance in the following three Areas of Specialization:

Human Resources. This specialization emphasizes preparation for and/or advancement in human resources systems which plan for and coordinate various personnel services and functions. These individuals work as human resource generalists in diverse organizational settings. Their tasks may involve assessing personnel needs; recruitment and selection; designing and implementing compensation and benefit systems; developing discipline and grievance-handling systems; ensuring the organization's compliance with equal employment opportunity and other governmental regulations.

Organizational Leadership. This specialization emphasizes preparation for and/or advancement in supervisory and administrative positions in public and private organizations. Supervisory and administrative personnel work with people and need a variety of human, conceptual, and technical skills. They use the processes of planning, communicating, problem solving and decision making to influence the efforts of individuals and groups to achieve organizational goals.

Human Resource Development. This specialization emphasizes preparation for and/or advancement in human resources systems which promote learning and change on an individual, group or organizational level. These human resource specialists work in a staff or consultative capacity in most organizations. Their tasks may include performance analysis; designing, implementing and evaluating training programs; career and succession planning; organizational assessment and interventions; strategic human resource planning and managing change.

COMBINED B.S./M.S. DEGREE PROGRAM

Outstanding undergraduate students in Health Administration or Counseling and Human Services may be eligible to pursue jointly the HRA Master of Science program prior to undergraduate graduation. This opportunity could result in attaining both the baccalaureate degree and the M.S. in Human Resources Administration within a five-year period. The opportunity to take graduate courses prior to completing a baccalaureate degree is conditional upon attainment of University-stipulated Combined Baccalaureate/Master's Degree Program (see page 13) requirements. Interested students should contact the HRA Program Director during the junior year of their undergraduate study for more information.

PROFESSIONAL CERTIFICATION

Many professional organizations have identified a specified body of knowledge for professionals within the human resources field and administer certification examinations covering this knowledge. The HRA curriculum offers this body of knowledge for students interested in being certified. Students are encouraged to join The University of Scranton chapter of the Society for Human Resources Management (SHRM) and other professional organizations. Students can obtain information about professional organizations from the web sites listed below. Organizations that offer certification are noted with an asterisk (*).

AAA	*American Arbitration Association. http://www.adr.org/
ACA	*American Compensation Association. http://www.acaonline.org/
ASA	American Staffing Association. http://www.matss.org/
AHRD	Academy of Human Resource Development. http://www.ahrd.org/
AOM	Academy of Management. http://www.aom.pace.edu/
ASHHR	American Society for Healthcare Human Resources Administration. http://www.ashhra.org/
ASTD	*American Society for Training and Development. http://www.astd.org/
HRPAO	*Human Resources Professional Association of Ontario. http://www.hrpao.org/
IFEBP	*International Foundation of Employee Benefit Plans. http://www.ifebp.org/
IFTDO	International Federation of Training and Development Organisations. http://www.iftdo.org/
IPMA	*International Personnel Management Association. http://www.impma-hr.org/
ISPI	*International Society for Performance Improvement. http://www.ispi.org/
IRRA	Industrial Relations Research Association. http://www.irra.uiuc.edu/
SHRM	*Society for Human Resource Management. http://www.shrm.org/

HUMAN RESOURCES ADMINISTRATION CURRICULUM

Required Core Courses (9 credits required)

HRA 500	Organizational Leadership
HRA 502	Human Resources
HRA 507	Professional Contribution (Capstone Experience)

Area of Specialization

Human Resources (15 credits required)

HRA 526	Human Resources Information Systems *
HRA 530	Compensation Systems
HRA 531	Benefit Systems
HRA 532	Labor Relations
HRA 535	Employee Assistance Programming
HRA 536	Employment Law
HRA 537	Human Resources Policies
HRA 538	Health, Safety, and Security

Organizational Leadership (15 credits required)

HRA 501	Planning
HRA 503	Control and Budgeting Systems *
HRA 509	Administrative Issues
HRA 521	Work Motivation
HRA 523	Individual Behavior
HRA 524	Group Behavior
HRA 525	Quality Improvement
HRA 527	Disability and Work
HRA 528	Cultural Diversity

Human Resource Development (15 credits required)

HRA 505	Evaluative Research *
HRA 534	Learning in Organizations
HRA 540	Organizational Analysis
HRA 541	Organizational Change
HRA 543	Training Methods
HRA 544	Human Resources Planning
HRA 545	Career Planning and Development

Additional Courses

HRA 580	Internship
HRA 582	Directed Study
HRA 584	Special Topics

Credits for Degree: 39

* Required course in specialization.

COURSE DESCRIPTIONS

HEALTH ADMINISTRATION

Credits

HAD 500.
Health Care Organization and Administration **3**
This required initial survey course uses a systematic approach for analyzing and studying an organization and its structure, functions, management, effectiveness, and adaptation to the external environment. Topics include organizational strategy, goals, technology, size, design, change, decision-making, control, culture, processes, politics, conflict, learning, and interorganizational relations. Special attention is given to health care organizations. Conceptual foundations are drawn from organizational theory, management science, systems theory, sociology, and psychology

HAD 501.
Health Care Financial Management I **3**
Designed to increase analytical and decision-making skills using finance theories, principles, concepts and techniques important to health management. This course integrates and applies financial management concepts and techniques relevant to health care settings. Topics include: analysis of cost and budgetary controls; interpretation and utilization of accounting reports and statements; operating accounting measurements; quantitative techniques; analysis of financial statements; financial decision-making models; auditing; capital investments; strategic financial management; working capital management; budgeting.

HAD 502.
Health Care Law **3**
Impact of legal factors affecting patient/client care and the operations and administration of healthcare facilities and systems. Examines principles and practices of law, legal relationships, sources of law and legal processes affecting the health services system. Conceptual foundations are drawn from the political sciences.

HAD 504.
Human Resources Management **3**
Examines human resource management functions, processes and systems within organizations including recruitment, selection, training of personnel and the legal and regulatory environment affecting HRM operations. Managing and developing human resources within and between systems/organizations is also studied. Organizational performance and creativity are examined.

HAD 505.
Health Care Statistics and Research Methods **3**
Designed to examine basic statistical techniques which are utilized in analyzing health care data. Topics include probability, sampling, use of central tendency measures, reliability and validity, graphics, data display, frequency distribution, regression analysis, ANOVA, and technical report writing.

HAD 506.
Health Care Economics and Policy **3**
(Prerequisite, HAD 519) This required graduate course studies theoretical foundations of economics and public policy and applies them to the healthcare sector. The course examines provider behavior, production, costs, supply, market structure, competition, access, demand, insurance, expenditures, utilization, healthcare reform, and the heathcare-public-policy making process including policy formulation, implementation, and modification.

HAD 507.
Health Care Information Systems **3**
(Prerequisite, HAD 501 and HAD 505) The course is designed to educate students to the importance of information systems in managing profit as well as not-for-profit organizations such as: manufacturing, banking, and healthcare. The course emphasizes the role of information systems to increase productivity, to improve quality of products and services, and to insure overall effectiveness of organizational operations. The course introduces the student to information and communication technologies; information system evaluation and development processes;

information technology applications to problem solving and management decision making; and use of information technologies to transaction processing and customer service. Appropriate application software will be used to get hands-on experience, to analyze cases, and to complete the class project. The student is expected to have basic knowledge of computing skills.

HAD 508.
Leadership in Health Care Organizations **3**

(Prerequisite, HAD 504) Micro and macro organizational behavior theories provide the theoretical foundation for this course. The processes of communication, value analysis, problem solving and decision making are explored at an individual, team and organizational level. The imperative for healthcare leaders to understand and manage change will be emphasized. Various models of leadership will be critically analyzed. Conceptual foundations are drawn from the social sciences, psychology and related disciplines.

HAD 509.
Administrative Issues **3**

(Prerequisite, 36 core HAD credits or approval by Program Director) This is the graduate health-administration capstone course that is ordinarily taken in the final semester. Students integrate and apply knowledge, theories, concepts, methods, techniques, skills, competencies, and viewpoints developed throughout the curriculum to resolve healthcare administration issues and cases, and to complete an applied healthcare administration project.

HAD 510.
Hospital Administration **3**

Operating and administrative issues and problems in health and hospital systems with emphasis given to hospital operation, organization, and administration. The future role of acute care is examined in the context of integrated delivery models and systems.

Peter C. Olden, Associate Professor and Chair of the Department of Health Administration and Human Resources and Director of the Health Administration program.

HAD 511.
Community Based Services and Networks 3
To understand and apply the concepts of networks and network development as related to community based delivery systems. This course examines management and administrative functions of a variety of delivery models. It includes, but is not limited to, ambulatory services, outpatient services, community health partnerships, telemedicine, education, and behavioral medicine. Managing population-based healthcare is discussed with a focus on service, cost, and quality.

HAD 512.
Medical Practice Administration 3
Examines factors influencing physician practices and the quality of physician services. Topics include operating and administrative issues, compensation, staffing, billing, collections, reimbursement mechanisms, and governance. The course also examines PHOs, HMOs, SDOs, MSOs and other integrated delivery networks, organizations and systems affecting physicians.

HAD 513.
Long Term Care Administration 3
Operation and administration of long term care facilities. Differences between acute and long term levels of care, types of long-term-care facilities, and special concerns of the long-term-care resident. Emerging models of care are discussed in addition to traditional management functions in the industry.

HAD 515.
Health Care Planning and Marketing 3
This required graduate course studies the purpose, function, and application of planning and marketing in health care. Content includes strategic planning, situational analysis, strategy formulation, action planning, exchange, buyer behavior, segmentation, market research, products/services, pricing, distribution, promotion, and marketing control. Selected theoretical concepts are drawn from disciplines such as economics, psychology, and sociology.

HAD 517.
International Comparative Health Care Services and Systems 3
This course provides an introduction to international health care services and systems and a foundation for understanding, comparing, and analyzing select health care services and systems. Cultural, historical, geographic, environmental, economic and political factors that influence health are studied with a specific focus on determinants of health and illness, health status indicators, health policy, how health care services and systems are organized, structured, financed, and delivered.

HAD 519.
Health Services and Systems 3
This required graduate course studies the past, present, and future development of health services and systems in the United States. Topics include health, types of care, organizations, providers, workforce, technology, financing, policy, planning, quality, integration, and the structure and function of the U.S. healthcare system. Selected conceptual foundations are drawn from disciplines such as systems theory, epidemiology, sociology, and economics.

HAD 521.
Health Care Financial Management II 3
(Prerequisite, HAD 501)Exposure to complex problems and case studies with a focus on healthcare providers. This course develops skills in analysis, synthesis and evaluation of advanced financial management theories, principles, concepts and techniques. Topics include: quantitative analysis in financial management; premium rate setting; cost and utilization rates; advanced managerial accounting concepts; variance analysis; HMO rate setting; private and public healthcare reimbursement systems under managed care; financial aspects of integration; managing resources.

HAD 522.
Health Care Operations Management 3
(Prerequisite, HAD 505) Takes a systems approach to decision-making in the operations environment emphasizing the interrelationships among operations, finance, accounting, marketing and human resources. Examines productivity and work management, employee performance improvement, and organizational forecasting. Application of behavioral science techniques in an organizational framework. A variety of problems is considered, including product mix, product blending, scheduling and production. Management information systems needed in healthcare operations management are discussed in conjunction with computer lab applications.

HAD 525.
Medical Ethics and Social Responsibility 1
Examines ethical theories and moral issues in healthcare settings and how decisions made by managers affect other people at a personal, societal, and organizational level. Ethical analysis and application are stressed, in addition to ethical code of conduct. Case studies are used to enhance development of skills in ethical analysis and decision making.

HAD 526.
Governance and Board Effectiveness 1
Examination of governing structures in healthcare settings with a particular focus on organizational systems, strategic planning, authority, policy decision making, regulatory compliance and accountability.

HAD 527.
Managed Care 1
This course focuses on the impact of managed care on healthcare consumers, purchasers, payors and providers. Various managed care programs, products, models, strategies, and financing are identified and studied. Specific emphasis is placed on integrated delivery system development, risk contracting, capitation, contract administration and regulatory compliance. Physician-hospital models are studied as well as MSOs, PSOs and SDOs.

HAD 580.
Internship in Health Administration 3
(Prerequisite, 21 core credits completed) A 200-clock-hour field-work placement in a staff or administrative position which is completed during a regular academic session. A semester project and preceptor designation is required.

HAD 581.
Administrative Residency 12
(Prerequisite, 36 core credits completed) A 1,000 hour field-work experience in a senior management position. Normally involves exposure to all major operating functions and contacts with department heads, administrative staff and medical staff. Includes exposure to governing-board functions, governmental forces and community influences. The resident is assigned projects of increasing complexity and importance and is expected to have an assigned preceptor. A major project is required. The residency is completed over several semesters.

HAD 582.
Directed Study 1-3
(Prerequisite, six core credits completed) Allows the student to pursue an area of interest under the guidance of a faculty person. Approval by the Program Director is required.

HAD 583.
Externship in Health Administration 1
(Prerequisite, nine core credits completed) A 50-clock-hour field-work experience under supervision of a preceptor which is completed during a regular semester. Allows the student to experience a new healthcare setting or in-depth study of a division or department within an institution. A written report is required summarizing the field-work experience.

HAD 584.
Special Topics 1-3
Topics of current interest such as advanced managed care are offered on a variable basis.

HUMAN RESOURCES ADMINISTRATION

HRA 500.
Organizational Leadership **3**
Organizational behavior, theories and practices examined from traditional and contemporary perspectives. The role of effective leadership within a changing workplace and workforce is emphasized.

HRA 501.
Planning **3**
The strategic planning process reviewed with practical applications in environmental scanning, SWOT analysis, strategy development, operational planning and evaluation.

HRA 502.
Human Resources **3**
A survey of human resources functions utilized within organizations and their implications for line and staff personnel. Some of the topics, including recruitment, selection, compensation, performance review, training and the legal environment, that affect personnel.

HRA 503.
Control and Budgeting Systems **3**
The functions of finance including accounting conventions, financial statements, capital budgeting and financing, revenue and expense budgets, cash flow and cash management, contract pricing, cost-benefits analysis.

HRA 505.
Evaluative Research **3**
Qualitative and quantitative research methods appropriate to the study of organizations. The significance and development of the practitioner as field researcher highlighted.

HRA 507.
Professional Contribution **3**
A seminar-style course which requires students to work in a self-directed manner on a professional contribution relevant to their career interests. The course results in a presentation and written report or publishable article. This course is taken as a culmination of students' graduate study.

HRA 509.
Administrative Issues **3**
A seminar which facilitates integration and application of complex organizational issues. A case study or simulation or self-directed project precedes formal student presentations. Completion of 27 credits required.

HRA 521.
Work Motivation **3**
Models and theories of work motivation with their implications for managers and organizational characteristics and the design of jobs and work systems. The interrelationships between motivation, productivity and job satisfaction.

HRA 523.
Individual Behavior **3**
Behavior of the individual with emphasis on interviewing, communications, and counseling. Personnel, counseling, and management theories are integrated into workable supervisory models and strategies.

HRA 524.
Group Behavior **3**
The study of group behavior in organizations including theories of group development, leadership, group roles and norms. An experiential approach will allow students to observe and participate in various problem-solving and decision-making situations.

HRA 525.
Quality Improvement **3**
Current organizational efforts in improving the quality of services and products reviewed. Case studies and research findings included which explore the advantages and limitations of systemic change associated with quality improvement efforts.

HRA 526.
Human Resource Information Systems **3**
This course considers the role, function, and integration of Human Resources Information Systems (HRIS) within an organization's information systems and technology architecture. Practical applications of HRIS and office productivity software will be explored through hands-on use of personal computers. Proficiency in word processing, database and spreadsheet applications required.

HRA 527.
Disability and Work 3
This course focuses on attitudes toward the disabled and their role in society, the work experience of disabled workers, federal and state legislation affecting employment of the disabled, industrial accidents and rehabilitation, job modification and physical plant accessibility.

HRA 528.
Cultural Diversity 3
A serious challenge facing corporations is managing an increasingly diverse workforce. This course focuses on current social and cultural issues which shape human behavior and greatly affect the workplace. Managing diversity will be addressed with emphasis on understanding multiculturalism and manager and employee interactions. The student's awareness, attitudes, and beliefs will be emphasized.

HRA 530.
Compensation Systems 3
The study of strategic and operational decisions in the design and coordination of compensation systems. Considerations for external competitiveness, internal equity, and the legal environment are explored. Job evaluation, salary surveys, and computer applications included.

HRA 531.
Benefit Systems 3
Concerns all of the ways in which organizations indirectly reimburse their employees and the legal/regulatory environment affecting benefits systems. The implications of employee benefits for organizational expenses and reward systems.

HRA 532.
Labor Relations 3
The role of organized labor and collective bargaining in the workplace. The initiation, negotiation and management of the union contract including the grievance/arbitration process.

HRA 534.
Learning in Organizations 3
The training function within organizations studied with an emphasis on performance analysis as a means to identify effectively and design learning interventions. The impact of continuous learning at an individual, team, and organizational level emphasized.

HRA 535.
Employee Assistance Programming 3
Approaches of organizations to promoting employee health and to providing assistance to employees with a variety of problems that interfere with productivity.

HRA 536.
Employment Law 3
A review of the legal and regulatory environment which affects employees and organizations. Federal and state legislation including significant court decisions examined.

HRA 537.
Human Resources Policies 3
Development of policy statements and operational procedures necessary for maintaining effective human resource activities and functions. Practical applications in researching and formulating written policies and procedures.

HRA 538.
Health, Safety and Security 3
Reviews organizational activities and the regulatory environment that relate to the occupational health, safety and security of employees.

HRA 540.
Organizational Analysis 3
Emphasis on the role organizational analysis plays in the assessment of training needs and organizational change strategies. Experience provided in the systematic analysis and evaluation of the effectiveness of various organizations.

HRA 541.
Organizational Change 3
Various organizational models will guide the exploration of the development of organizational change strategies and techniques. Reviews the technical, political and cultural factors that affect the effective management of change.

HRA 543.
Training Methods 3
Adult learning theories will provide the theoretical framework to understanding

the elements of an effectively designed training intervention. An experiential learning approach provides students with opportunities to develop competencies in training assessment, design, implementation, and evaluation.

HRA 544.
Human Resource Planning **3**
In-depth study of the steps in the human resource planning process including forecasting methods, affirmative action and succession planning. Implications for line managers and human resources staff explored.

HRA 545.
Career Planning and Development **3**
Current workplace trends in career planning and its implications for the employee, supervisor and organization. Career development theories and the career planning process reviewed.

HRA 580.
Internship in Human Resources **3-6**
A 200-400 clock-hour placement in a staff or administrative position which is taken after completion of at least 27 credits. A semester project may be required. May be graded satisfactory (pass) or unsatisfactory (fail).

HRA 582.
Directed Study **3**
Allows the student to pursue an area of interest under the guidance of a faculty person. Approval by the Program Director is required. An administrative fee is charged.

HRA 584.
Special Topics **3**
Topics of current interest are offered on a variable basis.

Daniel J. West, Associate Professor of Health Administration.

Community Counseling, Rehabilitation Counseling, School Counseling

Dr. Oliver J. Morgan, Chair, Counseling and Human Services
570-941-6171
http://academic.scranton.edu/department/chs/

Department faculty: Associate Professors - Thomas M. Collins, LeeAnn M. Eschbach, David W. Hall, Oliver J. Morgan, Ann Marie Toloczko; Assistant Professors - Lori A. Bruch, Elizabeth J. Jacob, Vivian V. Ripley

The Department offers course work leading to Master of Science degrees in Community Counseling, Rehabilitation Counseling, and School Counseling. The following policies and procedures apply to all these curricula. Specific curricular requirements are listed under the respective programs.

ADMISSION REQUIREMENTS

The applicant for admission to any departmental program must possess a bachelor's degree from an accredited college or university and provide The Graduate School with evidence of satisfactory undergraduate preparation. The ordinary standard for admission is an undergraduate GPA of at least 2.75 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to complete successfully a graduate program, such as grades in other graduate-level courses, a record of progressively higher work responsibilities, or scores from the Miller Analogies Test or Graduate Record Examination and may be accepted on a probationary basis. Students accepted on probation cannot enroll for more than six credits in a semester and must obtain a cumulative GPA of at least 3.0 after completing nine credits of course work to be removed from probation. International students should score at least 575 on the paper-based TOEFL test or at least 232 on the computer-based TOEFL test.

New students may start course work in the fall semester only. Students must submit their completed application to The Graduate School prior to March 1. All students will be informed of an admission decision by April 15. Personal interviews with program faculty members prior to acceptance are required. Preference for admission will be given to persons with undergraduate majors in social and behavioral sciences, education and other related fields. Additional preference is given to those persons possessing relevant work and/or volunteer experience. Applicants are expected to have completed a course in each of the following areas: Introduction to Statistics (Descriptive Statistics, Basic Inferential Statistics), Introduction to Theories of Personality, or Counseling or Psychotherapy and Lifespan Development (Developmental Psychology, Adulthood, Adolescent, Childhood, Growth and Development). It is expected that applicants demonstrate some competency in computer lieracy (e-mail, Internet, work processing.)

The admissions process is highly competitive and faculty will select only those applicants best qualified for the program. It is normally expected that in the first semester for full-time students (the first nine credits for part-time students) the following courses will be completed: Professional Issues in either Community, Rehabilitation or School Counseling, Counseling and Interviewing Skills, Counseling Theories or Developmental

Psychology. The faculty will review each student's professional and academic performance. Suggestions for continued student growth and plans for remediation will be presented and discussed with students by their Program Directors. Satisfactory progress in professional and academic performance is required for continuation in the program.

STANDARDS OF PROGRESS AND TRANSFER OF CREDITS

Please refer to the Academic Regulations on pages 18-20 regarding standards of progress and transfer of credits for The Graduate School. Students who wish to waive a required course may petition the program director to do so. Courses waived will not reduce the number of credits required for graduation.

In addition to academic competence, the student is continuously evaluated on commitment to the program and the profession, and on personal and emotional characteristics and qualities related to successful professional performance. Feedback on progress is provided by the student's mentor on a regular basis.

When the faculty identify deficiencies in professional development which make a student unsuitable for performance of the professional role, the student and the Dean of The Graduate School will be advised by the mentor of such an evaluation. The mentor will assist the student in developing a plan to remediate the deficiencies which have been identified and a suitable time frame for remediation will be established. Completion of one semester following notification will be considered the minimum time frame to be allowed for remediation of deficiencies. At the conclusion of the time designated, the faculty shall review the student's performance and recommend to the Dean of The Graduate School that the student should be retained, given additional time for remediation, or dismissed from the program. The student shall have the opportunity to present evidence to the program faculty prior to the recommendation to the Dean.

CAPSTONE EXPERIENCE

All students in the graduate programs of the Department of Counseling and Human Services are expected to demonstrate both theoretical and skill competence prior to graduation. This is accomplished through the comprehensive examination component of the Professional Counselor Portfolio.

This component is a reflection on personal and professional growth in relation to achieving the formal objectives of each particular graduate program. Students should file an Application for Comprehensive Examination when they preregister for practicum in Community Counseling (COUN 590), Rehabilitation Counseling (COUN 591), School Counseling (COUN 592), or Elementary School Counseling (COUN 593). The examination is completed at the mid-point of the practicum course.

COMBINED B.S./M.S. DEGREE PROGRAM

Undergraduate Human Services majors with outstanding academic records may be eligible for early admission to either the Community, Rehabilitation or School Counseling graduate degree program through the Combined Baccalaureate/Master's Degree Program. Interested students must commit to this program no later than the end of their junior year of academic study, adhere to the time frame for application as outlined in the Counseling and Human Services section of this catalog, and meet specific admissions criteria (refer to page 13). Contact the Human Services Program Director for additional information.

APPLICATION FOR DEGREE

Application for degree should be made at Advance Registration for the last semester of course work. Degrees are conferred in May, August, December and January, but commencement exercises are held in May only.

ENDORSEMENT OF STUDENTS

Students who successfully complete all their curricular and clinical training requirements for the Master of Science degree will receive formal endorsement in their areas of specialization by the faculty of their programs. Formal endorsement includes recommendation for state and/or national certification and employment in settings consistent with the training provided in their programs. Students will receive formal endorsement only in that program for which they have successfully completed all requirements and will be recommended only for certification and employment consistent with training provided. In cases in which a certifying body allows a student to sit for a certification examination, the program faculty shall endorse the student as a candidate for that examination if the student has completed that portion of the program required by that certifying body.

FINANCIAL AID

The Department has several graduate assistantships available. Applications for assistantships are made through The Graduate School. Students must be accepted as a student in one of the departmental programs by March 1 to be considered for an assistantship for the following fall semester.

Students in this program may also be interested in Residence Life Counselor positions. For all these opportunities, see page 26.

SCHEDULING

Classes are offered from 4:30 p.m. to 7:10 p.m. and from 7:20 p.m. to 10:00 p.m. on Mondays through Thursdays. Courses are scheduled to enable full-time students to attend classes two or three nights a week; part-time students usually attend one or two nights a week. Each course meets one night a week in the fall and spring semesters and twice weekly during intersession and summer sessions. Internships may be spread over several semesters to accumulate the needed number of clock hours.

EMPLOYMENT OPPORTUNITIES

According to the *Occupational Outlook Handbook*, U.S. Department of Labor, employment in the fields of counseling is predicted to grow at a faster than average pace through the year 2005.

OTHER INFORMATION

The student should refer to the Academic Regulations section of the Graduate School catalog for additional relevant policies.

COMMUNITY COUNSELING

Dr. Thomas M. Collins, Director
570-941-4129
collinst1@scranton.edu

The Community Counseling program prepares professionals for direct entry into and/or advancement in counseling-related positions in private and public human service organizations and systems.

The program is designed to: 1. Enhance knowledge of counseling concepts and practices; 2. Provide individuals with the counseling skills necessary to function in agency settings; 3. Prepare individuals for certification/licensure in counseling; and 4. Enhance individual's employability in entry-level or advanced positions in human service. The program offers a learning environment whereby the student acquires the academic competencies of the profession, refines them through practical experience, and increases self-understanding, self-confidence, and personal effectiveness.

THE COUNSELING PROFESSION

According to the American Counseling Association, counselors are skilled professionals who are trained to help others gain a perspective on their lives, explore options, make decisions, resolve problems, and take action. Counselors work with individuals, couples, families, and groups of persons who experience academic, behavioral, career, emotional, interpersonal, and social problems. By establishing an effective and trusting helping relationship, a counselor assesses a client's strengths and resources, and helps the client increase life-management skills so that mutually agreed upon goals may be achieved.

CURRICULUM

The Community Counseling program is a 48-credit curriculum leading to the Master of Science degree. 42 required credits include 36 credits of course work in principles and practice of counseling, three credits of practicum and three credits of internship. Six credits of electives are offered to provide students with opportunities for additional study in individual areas of interest and for development of skills in dealing with specific client populations.

Professional experience in a counseling-related field is not required for entry into the program.

ACCREDITATION AND CERTIFICATION

The Community Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). Hence, graduates meet all requirements for certification as a National Certified Counselor (NCC). Graduates may apply to the National Board of Certified Counselors to take the National Counselor Examination prior to graduation from the program. Every student who passes the certification examination will be granted recognition as an NCC. Students who wish to explore other types of counselor certification should consult with the Program Director. All inquiries regarding certification as an NCC and application for same should be directed to:

National Board for Certified Counselors, Inc.
3-D Terrace Way
Greensboro, NC 27403
(919) 547-0607

Refer to General Information under the Department of Counseling and Human Services for policies and procedures applicable to all Departmental programs.

COMMUNITY COUNSELING CURRICULUM

Professional Foundations (42 credits required)

COUN 500	Professional Issues: Community Counseling
COUN 501	Counseling and Interviewing Skills
COUN 502	Counseling Theories
COUN 503	Group Process and Practice
COUN 504	Appraisal Techniques
COUN 505	Research Methods
COUN 506	Social and Cultural Issues
COUN 507	Career and Lifestyle Development
COUN 508	Developmental Psychology
COUN 540	Family Counseling and Therapy
COUN 560	Addictive Behaviors
COUN 565	Psychiatric Disorders
COUN 590	Practicum: Community Counseling
COUN 595	Internship: Community Counseling

General Electives (6 credits required)

Disability and Specialty Populations

COUN 521	Physical Disabilities
COUN 522	Vocational Aspects of Disability
COUN 531	Psychology of Adjustment
COUN 541	Homebased Family Intervention
COUN 542	Family Violence
COUN 561	Substance Abuse: Prevention & Education
COUN 562	Issues in Substance Abuse
COUN 563	Crisis Intervention
COUN 564	Children's Mental Health
COUN 570	Counseling Adolescents
COUN 571	Counseling Issues for Women

Counseling Systems

COUN 566	Behavioral Counseling
COUN 567	Health and Behavior

Clinical Experience

COUN 594	Practicum: Group Counseling

Directed Study

COUN 582	Directed Study

Credits for Degree: 48

Total Required Credits: 42 Total Elective Credits: 6

REHABILITATION COUNSELING

Dr. Lori A. Bruch, Director
570-941-4308
bruchl1@scranton.edu

The Rehabilitation Counseling program prepares rehabilitation counselors and related Rehabilitation Professionals for entry into and/or advancement in counseling-related positions in public and private rehabilitation agencies, organizations, and systems.

More specifically, the program is designed to: 1. Enhance knowledge of rehabilitation concepts and practices; 2. Provide individuals with the counseling skills necessary for functioning in rehabilitation settings; 3. Increase awareness and sensitivity to disability issues; 4. Prepare individuals for certification as rehabilitation counselors; and 5. Enhance individuals' employability in entry-level or advanced clinical positions in rehabilitation settings. The program offers a learning environment in which the student can acquire the academic competencies of the profession and refine them through supervised practical experience. The program also provides a facilitative process through which the student can increase self-understanding, self-confidence, and personal effectiveness.

REHABILITATION COUNSELING PROFESSION

The rehabilitation counselor is an intervention specialist who either delivers or arranges to deliver therapeutic services to a variety of persons with disabilities in order to assist them in reaching mutually agreed upon goals. The specific roles and functions of the rehabilitation counselor, the services provided, and the goals established will vary, depending on the agency or organization in which the counselor is employed. In the typical state-federal vocational rehabilitation agency, individuals with disabilities are provided a variety of psychological, medical, social and vocational services to assist the person to achieve independence in living and in becoming competitively employed. In a mental health/mental retardation or drug and alcohol facility, the counselor may provide personal, social, or vocational adjustment services to assist the individual in achieving the maximum health, well-being, and independence possible.

CURRICULUM

The Rehabilitation Counseling program is a 48-credit curriculum leading to the Master of Science degree. 39 required credits include 33 credits of course work in principles and practices of rehabilitation counseling, three credits of practicum (100 hours of supervised counseling experience) and a minimum of three credits of internship (600 hours of supervised field experience). Nine credits of electives are offered to provide students with opportunities for additional study in individual areas of interest and for development of knowledge and skill in working with specific populations and in specific settings. Professional experience in a counseling-related field is not required for entry into the program.

ACCREDITATION AND CERTIFICATION

The Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education (CORE), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). Hence, a graduate is eligible to sit for the national qualifying examination to become a Certified Rehabilitation Counselor (CRC). Students are encouraged to apply to take the examination in the final semester of study. Students who pass the examination are certified upon submitting evidence of successful completion of the degree and internship.

Rehabilitation Counseling courses are approved by the Commission on Rehabilitation Counselor Certification (CRCC) toward certification as well as for certification maintenance credits. All inquiries regarding certification and application for same should be directed to:

Commission on Rehabilitation Counselor Certification
1835 Rohlwing Road, Suite E
Rolling Meadows, IL 60008
(708) 394-2104

Refer to General Information under the Department of Counseling and Human Services for policies and procedures applicable to all Departmental programs.

Lori A. Bruch, Assistant Professor of Counseling and Human Services and Director of the Graduate Program in Rehabilitation Counseling.

REHABILITATION COUNSELING CURRICULUM

Professional Foundations (39 credits required)

COUN 501	Counseling and Interviewing Skills
COUN 502	Counseling Theories
COUN 503	Group Process and Practice
COUN 504	Appraisal Techniques
COUN 505	Research Methods
COUN 506	Social and Cultural Issues
COUN 507	Career and Lifestyle Development
COUN 508	Developmental Psychology
COUN 520	Professional Issues: Rehabilitation Counseling
COUN 521	Physical Disabilities
COUN 522	Vocational Aspects of Disability
COUN 591	Practicum: Rehabilitation Counseling
COUN 596	Internship: Rehabilitation Counseling

General Electives (9 credits required)

Disability and Specialty Populations

COUN 531	Psychology of Adjustment
COUN 560	Addictive Behaviors
COUN 561	Substance Abuse: Prevention & Education
COUN 562	Issues in Substance Abuse
COUN 565	Psychiatric Disorders
COUN 570	Counseling Adolescents
COUN 571	Counseling Issues for Women
COUN 582	Directed Study
COUN 584	Special Topics

Counseling Systems

COUN 540	Family Counseling and Therapy
COUN 566	Behavioral Counseling
COUN 567	Health and Behavior

Clinical Experience

COUN 594	Practicum: Group Counseling

Credits for Degree: 48

Total Required Credits: 39 Total Elective Credits: 9

SCHOOL COUNSELING

Dr. LeeAnn M. Eschbach, Director
570-941-6299
eschbach@scranton.edu
Dr. Vivian V. Ripley, Assistant Director
570-941-7635
ripleyv2@scranton.edu

The School Counseling program prepares students for entry into secondary and elementary school counseling positions. School Counselors provide professional services aimed at meeting the academic, career, personal and social needs of students.

MISSION STATEMENT

The mission of the School Counseling Program at The University of Scranton is driven by a team effort and a vision of educational equity that strives to prepare students to work in elementary, middle and secondary schools and to contextualize their counseling competencies in cultural, family and community settings. Special emphasis is placed upon professional competencies and academic excellence. More specifically, a commitment to lifelong learning as a self-reflective practitioner and educational leader who accepts responsibility for improving educational practices that impact students is stressed. Through an appreciation of diversity and the varied needs of students, school counselors will serve as counselors, leaders, advocates, and collaborators with other school personnel and helping professionals to assist students to achieve academic success, to choose successful career paths, and to make effective decisions.

SCHOOL COUNSELING PROGRAM

Implicit within our mission statement is a commitment to prepare School Counselors as educational leaders and advocates, serving a role in their school to create equity and reduce disparity among students.

The School Counseling Program strives to assist students to develop a professional identity as a School Counselor. As a Companion School in the Education Trust's Transforming School Counseling Initiative, academic achievement of all children receives special emphasis. Special curricular emphasis is placed upon the American School Counseling Association's Code of Ethics and National Standards for Comprehensive School Counseling Programs

SCHOOL COUNSELING PROFESSION

According to the American School Counseling Association, school counselors work with all students and school staff, as well as families and members of the community as an integral part of the education program. A comprehensive school counseling program is developmental and systematic with a proactive and preventive focus. It assists students in acquiring and using lifelong skills, and enhances student learning through academic, career, personal, and social development.

As in the other areas of professional counseling, employment opportunities for school counselors are projected to grow faster than average for all occupations through 2005 according to the U.S. Department of Labor's *Occupational Outlook Handbook*. School Counseling is noted as the fastest growing area of all specialty areas of professional counseling practice.

CURRICULA

The School Counseling programs are 48-credit curricula leading to the Master of Science degree. The curricula are divided into four areas or sequences: psychological and sociological foundations, counseling, professional orientation, and research. A three-credit practicum and three-credit internship experience are among the required courses. Additionally, a student must satisfactorily complete his or her Professional Counselor Portfolio within the time frame outlined in the department Counseling Program Manual.

ACCREDITATIONS AND CERTIFICATION

The School Counseling programs are designed to meet the standards for certification as Elementary or Secondary School Counselor established by the Pennsylvania Department of Education (PDE). Upon completion of the program, students are eligible to apply for the Education Specialist I Certificate in Elementary or Secondary School Counseling. The programs are competency-based and designed to meet the Standards for Program Approval as outlined by PDE.

The School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). This accreditation affords a number of advantages to program graduates. The School Counseling program is a part of the teacher-education unit at The University of Scranton. Besides the School Counseling program, the teacher-education unit also consists of the Education Department and the Teacher Education Committee. The National Council for Accreditation of Teacher Education (NCATE) accredits the teacher-education unit of The University of Scranton.

Certain students who already possess a relevant Master's degree may desire certification only. In those cases, their previous study and experience will be reviewed by a committee and a program of study will be recommended. Students completing the "certification only" option must meet all competency requirements for certification as identified by PDE.

Because the School Counseling program is accredited by CACREP, graduates meet all academic requirements for certification as National Certified Counselors (NCCs) as well as a School Counseling Specialty Certification. Graduates may apply to the National Board of Certified Counselors to take the National Counselor Examination upon graduation from the program. Students who pass the certification examination will be granted recognition as NCCs. All inquiries regarding certification as a NCC and application for same should be directed to:

National Board for Certified Counselors, Inc.
3-D Terrace Way
Greensboro, NC 27403
(919) 547-0607

Refer to General Information under the Department of Counseling and Human Services for policies and procedures applicable to all Departmental programs.

SCHOOL COUNSELING CURRICULUM

Secondary School Counseling Specialization

Psychological and Sociological Foundations Sequence: (12 credits required)

COUN 506*	Social and Cultural Issues
COUN 507*	Career and Lifestyle Development
COUN 508*	Developmental Psychology
COUN 561*	Substance Abuse: Prevention & Education

Counseling Sequence: (24 credits required)

COUN 501*	Counseling and Interviewing Skills
COUN 502*	Counseling Theories
COUN 503*	Group Process and Practice
COUN 504*	Appraisal Techniques
COUN 540*	Family Counseling and Therapy
COUN 570*	Counseling Adolescents
COUN 592*	Practicum: Secondary School Counseling
COUN 597*	Internship: Secondary School Counseling

Professional Orientation Sequence: (6 credits required)

COUN 530*	Professional Issues: School Counseling
COUN 533*	Secondary School Counseling Program Planning

Research Sequence: (3 credits required)

ED 502	Educational Research
COUN 505	Research Methods

Elective(s):

COUN 511	Counseling Children
COUN 531	Psychology of Adjustment
COUN 542	Family Violence
COUN 560	Addictive Behaviors
COUN 562	Issues in Substance Abuse
COUN 563	Crisis Intervention
COUN 564	Children's Mental Health
COUN 565	Psychiatric Disorders
COUN 571	Counseling Issues for Women
COUN 582	Directed Study
COUN 584	Special Topics
COUN 594	Practicum: Group Counseling
ED 501	Educational Psychology
ED 508	Advanced Foundations of Education
ED 562	Teaching the Gifted Child
ED 568	Education of the Exceptional Child

Credits for Degree: 48

Total Required Credits: 45 Total Elective Credits: 3

* Required courses. The student's mentor may recommend appropriate deletions or substitutions, based on the evaluation of the student's credentials.

SCHOOL COUNSELING CURRICULUM

Elementary School Counseling Specialization

Psychological and Sociological Foundations Sequence: (12 credits required)

COUN 506*	Social and Cultural Issues
COUN 507*	Career and Lifestyle Development
COUN 508*	Developmental Psychology
COUN 561*	Substance Abuse: Prevention & Education

Counseling Sequence: (24 credits required)

COUN 501*	Counseling and Interviewing Skills
COUN 502*	Counseling Theories
COUN 503*	Group Process and Practice
COUN 504*	Appraisal Techniques
COUN 511*	Counseling Children
COUN 540*	Family Counseling & Therapy
COUN 593*	Practicum: Elementary School Counseling
COUN 598*	Internship: Elementary School Counseling

Professional Orientation Sequence: (6 credits required)

COUN 530*	Professional Issues: School Counseling
COUN 534*	Elementary School Counseling Program Planning

Research Sequence: (3 credits required)

ED 502	Education Research
COUN 505	Research Methods

Elective(s):

COUN 531	Psychology of Adjustment
COUN 542	Family Violence
COUN 560	Addictive Behaviors
COUN 562	Issues in Substance Abuse
COUN 563	Crisis Intervention
COUN 564	Children's Mental Health
COUN 565	Psychiatric Disorders
COUN 570	Counseling Adolescents
COUN 571	Counseling Issues for Women
COUN 582	Directed Study
COUN 584	Special Topics
COUN 594	Practicum: Group Counseling
ED 501	Educational Psychology
ED 508	Advanced Foundations of Education
ED 562	Teaching the Gifted Child
ED 568	Education of the Exceptional Child

Credits for Degree: 48

Total Required Credits: 45 Total Elective Credits: 3

*Required courses. The student's mentor may recommend appropriate additions or substitutions, based on the evaluation of the student's credentials.

CERTIFICATE OF ADVANCED GRADUATE STUDY IN PROFESSIONAL COUNSELING

Dr. Thomas M. Collins
570-941-4129
collinst1@scranton.edu

The Department of Counseling and Human Services offers a Certificate of Advanced Graduate Study in Professional Counseling. The Certificate of Advanced Graduate Study in Professional Counseling (CAGSPC) is a program designed to meet the legislated educational requirements of Pennsylvania Act 136 of 1998 - The Social Workers, Marriage and Family Therapists and Professional Counselors Act. The certificate allows students to obtain a minimum of 12 additional graduate credits in professional counseling that can partially fulfill requirements for counselor licensure.

According to the provisions of Act 136, the applicant who does not hold a doctorate in counseling must have successfully completed one of the following educational requirements:

1. Within five years after the board has promulgated final regulations, has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate course work in counseling or a field determined by the board of regulation to be closely related to the practice of professional counseling, including a master's degree in counseling or a field determined by the board by regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(f)(2)(i))]

2. Has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate course work in counseling or a field determined by the board of regulation to be closely related to the practice of professional counseling, including a 48-semester hour or 72-quarter hour master's degree in counseling or a field determined by the board of regulation to be closely related to the practice of professional counseling, from an accredited educational institution. [(Sec.7(f)(2)(ii))]

Specific course work and clinical instruction requirements are subject to modification by the State Board.

ADMISSIONS CRITERIA

All applicants for the certificate program must apply for formal admission to The Graduate School of The University of Scranton. Applicants must possess either:

1. A master's degree in counseling from a counseling program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), or;

2. A master's degree in Rehabilitation Counseling from a program accredited by the Council on Rehabilitation Education (CORE), or;

3. A master's degree in counseling or a closely related field that includes graduate-level course work of at least two semester hours or three quarter hours in each of the following areas:

- **Human Growth and Development:** Includes studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- **Social and Cultural Foundations:** Includes studies that provide an understanding of issues and trends in a multicultural and diverse society.
- **Helping Relationships:** Includes studies that provide an understanding of counseling and consultation processes.
- **Group Work:** Includes studies that provide an understanding of group develop-

ment, dynamics, counseling theories, group counseling methods and skills, and other group-work-approaches.

- **Career and Lifestyle Development:** Includes studies that provide an understanding of career development and related life factors.
- **Appraisal:** Includes studies that provide an understanding of individual and group approaches to assessment and evaluation.
- **Research and Program Evaluation:** Includes studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- **Professional Orientation and Ethics:** Includes studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
- **Field Experience:** A minimum of 700 hours of supervised counseling experience in an appropriate work setting.

An applicant whose master's degree is not from a CACREP or CORE accredited program and whose course work does not meet the criteria in Item 3 (above) may be admitted provisionally. Such students will be required to successfully complete requirements in Item 3 (above) for which they do not have appropriate transcripted graduate course work prior to matriculation in the CAGSPC program.

A minimum of 60 graduate credits in professional counseling must be attained before the CAGSPC is granted. A minimum 12 graduate credits in professional counseling beyond the prerequisite 48 graduate credits must be completed in the Department of Counseling and Human Services at The University of Scranton in order to obtain the CAGSPC.

Each student will design a plan of study in conjunction with his/her Program Director that addresses licensure education requirements and the student's unique needs.

Thomas M. Collins, Associate Professor of Counseling and Human Services and Director of the Graduate Program in Community Counseling.

COURSE DESCRIPTIONS

Credits

COUN 500.
Professional Issues: Community Counseling 3
Focuses on the underlying philosophical, historical, professional, legal, and ethical issues involved in the profession of counseling. Designed to acquaint the student with important issues in the field of professional counseling and to help the student establish a sense of professional identity.

COUN 501.
Counseling and Interviewing Skills 3
This course deals with the application of counseling theory to the practical interview situation. The counseling process and the core elements of a facilitative counseling relationship will be examined. Counselor candidates will begin to develop basic interviewing skills.

COUN 502.
Counseling Theories 3
Selected theories and techniques of counseling are discussed and examined through a combination of lecture, discussion, and role-playing activities. Emphasis will be upon evaluating the various theories and abstracting parts of these theories into a comprehensive overview of the counseling process. Application to different types of clients is discussed.

COUN 503.
Group Process and Practice 3
A basic understanding of group dynamics and behavior is provided. Processes and patterns of interaction are analyzed primarily from the standpoint of their broad educational significance. The selection, evaluation and use of group counseling methods and materials are discussed. Methods of developing and organizing group programs are also presented. Students also participate in a group experience.

COUN 504.
Appraisal Techniques 3
Emphasis will be placed upon the development of competency in the evaluation, use, and interpretation of tests and inventories used in assessing abilities, achievement, interests and personality. The relationship of informal data to the analysis of individual behavior will be included. Selected instruments will be examined in terms of their design and appropriate utilization.

LeeAnn M. Eschbach, Associate Professor of the Department of Counseling and Human Services and Director of the School Counseling program.

COUN 505.
Research Methods 3
An introduction to research issues and methodology in the field of counseling. Emphasis is placed on gaining the knowledge necessary to evaluate the conclusions of published research.

COUN 506.
Social and Cultural Issues 3
Focuses on current social and cultural issues which shape human behavior and affect the practice of counseling. Emphasis is placed on multicultural counseling and issues such as aging, sexuality, AIDS and poverty are addressed.

COUN 507.
Career and Lifestyle Development 3
Psychological and sociological aspects of vocational choice and vocational adjustment will be presented and major theories of career choice and development will be reviewed. Emphasis will be placed upon methods and resources for facilitating career development throughout the life span. Career education, computerized information systems, and decision-making methods will be considered along with innovative approaches for special-needs populations

COUN 508.
Developmental Psychology 3
This course provides an understanding of developmental psychology, including theoretical approaches and issues relating to physical, cognitive, personality and moral development with particular emphasis on implication for counselors. Both psychological and sociological impacts on development will be overviewed.

COUN 511.
Counseling Children 3
(Prerequisite, COUN 502) This course deals with the application of counseling theory to the counseling interview situation with elementary school clients. The counseling process, the core elements of a facilitative counseling relationship, and specific techniques for counseling children will be examined. Counselor candidates will begin to develop basic interviewing skills.

COUN 520.
Professional Issues: Rehabilitation Counseling 3
Identification of the principles underlying rehabilitation, including history, philosophy, structure, and legislation. Study of the rehabilitation process from referral through follow-along activities. Concepts regarding legal issues, professional ethics, consumer advocacy, personal philosophy, community organization and the team concept are presented through a combination of guest lecturers and seminars. Field experience in supported employment with business and industry will be required.

COUN 521.
Physical Disabilities 3
Unique problems of various disability groups encountered by the counselor. Psychodynamic principles underlying personal adjustment to disability with emphasis on client needs, conflicts, and adjustment mechanisms. Environmental adjustment problems in relation to the nuclear family and community.

COUN 522.
Vocational Aspects of Disability 3
Theories and models of vocational choice, career development, vocational counseling, and selected vocational assessment measures are presented. An in-depth study of the rehabilitation problems and issues dealt with by the counselor in placing individuals with disabilities is included. Job analysis and industrial visits are required.

COUN 530.
Professional Issues: School Counseling 3
Focuses on the ethical, legal, philosophical, and sociological issues involved in the practice of professional school counseling. An in-depth understanding of the developing role of the school counselor and the application and impact of that role in a pluralistic society is stressed. Orientation to the larger counseling profession is provided with an emphasis on helping the student develop a counselor identity.

COUN 531.
Psychology of Adjustment **3**
This course provides an understanding of adjustive behavior, including the discrimination of normal from abnormal behavior and a thorough understanding of sources of stress and stress management. Special attention is given to adjustment problems of a variety of client populations.

COUN 533.
Secondary School
Counseling Program Planning **3**
This course provides a programmatic examination of the issues relevant to the role and function of the secondary school counselor including planning, developing, implementing, and evaluation of comprehensive school counseling programs in accordance with current ethical and legal directives. National School Counseling Standards and theoretical orientation are emphasized in the practice of counseling, consultation, coordination, and appraisal within a comprehensive school counseling program and collaborative community initiatives.

COUN 534.
Elementary School
Counseling Program Planning **3**
This course provides a programmatic examination of the issues relevant to the role and function of the elementary school counselor, including planning, developing, implementing, and evaluation of comprehensive school counseling programs in accordance with current ethical and legal directives. National School Counseling Standards and theoretical orientation are emphasized in the practice of counseling, consultation, coordination, and appraisal within a comprehensive school counseling program and collaborative community initiatives.

COUN 540.
Family Counseling and Therapy **3**
Basic theories and models utilized by family counselors will be covered, including family development and transitions across the life span, research into healthy families, and several family systems approaches (e.g. intergenerational, structural and solution-focused theories). Attention will be paid to dimensions of gender and diversity as these impact family work; students will be introduced to important aspects of family counseling including work with "dysfunctional" families and with families dealing with acute and chronic illness, and ethical concerns of family therapists. Integration of course materials will be facilitated through student projects on their own families-of-origin.

COUN 541.
Homebased Family Intervention **3**
(Prerequisite, COUN 540) This advanced family intervention course concentrates on services that are delivered to families in which a child/adolescent is at risk of placement outside the home for reasons of child welfare, mental health, juvenile justice, drug and alcohol, or special education. The emphasis will be on designing services that allow a child/adolescent to stay in the home and within the community.

COUN 542.
Family Violence **3**
This course examines the dynamics and treatment strategies associated with work in homes where family members have experienced various forms of physical, sexual, and emotional maltreatment from other family members.

COUN 560.
Addictive Behaviors **3**
Approaches to understanding and counseling persons with addictive disorders are thoroughly reviewed with an emphasis on the biopsycosocial model. The development of abuse and addiction, assessment, treatment, recovery, and relapse prevention are important topics in the course. The focus is on developing an up-to-date and scientifically accepted knowledge base, while helping students to develop helpful clinical attitudes (developmental and interdisciplinary approaches) in this growing area of counseling.

COUN 561.
Substance Abuse:
Prevention & Education **3**
Design, implementation and evaluation of substance-abuse prevention and education

programs will be the focus. Policy and value issues that underlie prevention will be covered along with a historical perspective on prevention and policy efforts in the U. S. Students will be exposed to a variety of prevention services and agencies in the regional community and schools.

COUN 562.
Issues in Substance Abuse **3**
Legal and health consequences of substance abuse. Special attention is given to the role of the substance abuse specialist in relationship to health care and legal systems.

COUN 563.
Crisis Intervention **3**
This course is designed to acquaint the student with the theory and practice of crisis intervention as it is applied to common crisis situations such as suicide, battering, violent behavior, post-traumatic stress disorder, substance abuse, sexual assault, and personal loss. Didactic instruction will be supplemented by role-playing experiences, guest lectures by crisis intervention specialists, and use of audiovisual materials.

COUN 564.
Children's Mental Health **3**
This course is designed to introduce the graduate student to counseling of children with mental health needs. Children's behavior will be examined along a continuum that ranges from normal developmental discontinuities to serious emotional, behavioral, or mental disorders. Each type of problem will be examined in terms of its etiology, preferred form of psychotherapeutic intervention, and psychopharmacological treatment where appropriate. In addition, systemic issues will be examined that impact upon provision of services to children.

COUN 565.
Psychiatric Disorders **3**
An examination of the problems associated with mental and emotional disturbances. Emphasis is placed on contemporary modalities of treatment as they relate to community mental health programs. Critical issues in mental health, including the dynamics behind these issues, will be discussed.

COUN 566.
Behavioral Counseling **3**
The literature on behavior modification and therapy is examined with particular emphasis on the application of techniques to varied clinical populations.

COUN 567.
Health and Behavior **3**
Focuses on stress, the nonspecific response of the body to any demand, which affects thoughts, emotions, and the body. Stress-induced diseases of adaptation (the psychosomatic warning signs such as hypertension, gastrointestinal disorders, and nervous disturbances) along with the stress-related thought disorders and emotional disturbances are examined.

COUN 570.
Counseling Adolescents **3**
This course explores current concerns and challenges confronting adolescents and young adults. Topics will partially be determined by societal trends and will cover a range of issues such as adolescent suicide, eating disorders, substance abuse and relationship conflicts. Selected issues will be explored from both a psychological and sociological perspective, with emphasis on implications for developing counselor intervention techniques.

COUN 571.
Counseling Issues for Women **3**
A basic understanding of psychological issues currently facing women across the life span will be provided. Sociological concerns will be discussed as well as counselor intervention techniques.

COUN 582.
Directed Study **3**
Allows the student to pursue an area of interest under the guidance of a faculty member.

COUN 584.
Special Topics **3**
Selected topics of current interest in the field of counseling are offered on a variable schedule.

COUN 590.
Practicum: Community Counseling 3
(Prerequisites, COUN 501, 502, 504) Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision and group supervision.

COUN 591.
Practicum: Rehabilitation Counseling 3
(Prerequisites, COUN 501, 502, 504) Focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision and group supervision.

COUN 592.
Practicum: School Counseling 3
(Prerequisites, COUN 501, 502, 504) This course consists of the actual counseling of clients under supervision. The primary focus is on necessary and desirable skills, development of counseling, and case conceptualization. Practical application of counseling theories and techniques, psychological testing, and vocational development theory is emphasized. The practicum consists of 100 clock hours and includes direct service work, individual supervision and group supervision.

COUN 593.
Practicum: Elementary School Counseling 3
This course consists of actual counseling of clients under supervision. Practicum focuses on necessary and desirable counseling skills, development of counseling relationships, and case conceptualization. Practical applications of counseling theories and techniques, psychological testing, and career development theory are emphasized. A variety of on-site counseling experiences is provided for students. Required of all Elementary School Counseling students.

COUN 594.
Practicum: Group Counseling 3
(Prerequisite, COUN 503) Focuses on necessary and desirable group counseling skills, the development of group environments and the use of group techniques for generating individual change. An advanced personal group experience under direction of the faculty is an ongoing part of this practicum. Admission by consent of instructor.

COUN 595.
Internship: Community Counseling 3
(Prerequisite, COUN 590) Full-time placement in a community agency, facility or institution involving 600 clock hours of supervised experience. These assignments may include work in mental health, drug and alcohol, family service, aging, or mental retardation facilities. A minimum of 3 credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

COUN 596.
Internship: Rehabilitation Counseling 3
(Prerequisite, COUN 591) Full-time placement in a community agency, facility or institution involving 600 clock hours of supervised experience. These assignments may include work in State-Federal rehabilitation agencies, rehabilitation centers, sheltered workshops, selected mental and retardation programs, supported employment, independent living centers and programs, drug and alcohol programs, and other systems which provide services for State-Federal programs. A minimum of 3 credits is required of all students. Selected students may earn a maximum of 9 internship credits. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

COUN 597.
Internship: School Counseling **3**
(Prerequisite, COUN 592) Placement of counselor-trainee students in a secondary school guidance office, involving 600 clock hours of supervised experience. Actual counseling of secondary school students under supervision occurs in this course. A variety of experiences is provided for individual counseling and other counselor-related activities, usually on site. A minimum of three credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

COUN 598.
Internship: Elementary School Counseling **3**
(Prerequisite, COUN 592) Placement of counselor-trainee students in an elementary school guidance office, involving 600 clock hours of supervised experience. Actual counseling of elementary school students under supervision occurs in this course. A variety of experiences is provided for individual counseling and other counselor-related activities, usually on site. A minimum of three credits is required of all students. Students who require more than one semester/term to complete the internship must register for three credits of internship per semester/term.

Business Administration

Dr. Wayne H. J. Cunningham, Director
570-941-4387 • cunninghamw1@scranton.edu
http://www.academic.scranton.edu/faculty/cunninghamw1
http://www.academic.scranton.edu/department/mba/

Department of Accounting faculty: Professors - Brian Carpenter, C.M.A., Joseph R. Zandarski, C.P.A.; Associate Professors - Ronald J. Grambo, C.P.A., Roxanne T. Johnson, Robyn Lawrence, Daniel Mahoney, C.P.A., Michael Oposu Mensah; Assistant Professors - Laura Helene Ellis, Frank B. Linton, Steven A. Solieri.
Department of Economics/Finance faculty: Professor - Satyajit P. Ghosh (Chair); Associate Professors - Mrigen Bose, Frank P. Corcione, Ralph W. Grambo, Jr., Riaz Hussain, John Kallianiotis, Hong V. Nguyen, Murli Rajan, Edward M. Scahill, Susan Trussler.
Department of Management/Marketing faculty: Associate Professors - Gerald Biberman (Chair), Alan L. Brumagim, Satya P. Chattopadhyay, Jafor Chowdhury, Irene Goll, Robert L. McKeage, Delia A. Sumrall, Len Tischler, John M. Zych; Assistant Professors - Cynthia Cann, Francis J. Wormuth.
Department of Operations & Information Management faculty: Professor - Prasadarao V. Kakumanu (Chair); Associate Professors - Ying I. Chien, Wayne H.J. Cunningham, Kingsley S. Gnanendran, Deborah J. Gougeon, Satyanarayana Prattipati, Rose Sebastianelli, Nabil Tamimi.

The Master of Business Administration (MBA) program at The University of Scranton emphasizes the skills and perspectives necessary to succeed in today's global and technology-based business environment. We attempt to develop in students of high intellectual calibre and leadership potential the knowledge, abilities and attitudes which will prepare them for further studies and/or management careers in this business environment. A significant emphasis is placed on providing an education which will benefit both the student and the local, national and/or international community through that student's decision-making skills as developed by the program.

ACCREDITATION

The MBA program at The University of Scranton is one of only 12 graduate programs in Pennsylvania which are accredited by AACSB - The International Association for Management Education. Like other high quality MBA programs, The University of Scranton MBA provides for a broad business education, requiring courses in a number of functional areas. At the same time, a degree of specialization is allowed.

THE PROGRAM

Our MBA curriculum is comprised of eight core courses, which thoroughly acquaint students with the functional areas of business, and four elective courses selected to meet the student's particular career objectives.

Core Courses - 8 courses (24 credits)

All students must complete each of the MBA core courses listed below. However, stu-

Wayne H. J. Cunningham, Associate Professor of Operations & Information Management and MBA Director .

dents with extensive educational background in a particular area may have the core course requirement(s) in that area waived. The student then substitutes an advanced elective to meet the 36-credit requirement.

ACC	502	Accounting for Management
OM	503	Operations Management
MIS	504	Management Information Systems
MGT	505	Organizational Behavior
MKT	506	Marketing Management
ECO	507	Managerial Economics
FIN	508	Financial Management
MGT	509	Business Policy

Advanced Electives - 4 courses (12 credits)

Advanced elective courses are those courses numbered 510 and higher in the course description list below. Each student must take a minimum for four advanced elective courses (12 credits). At least one of these four courses must be an "international" course. Students may choose from ACC 525, MGT 556, MKT 563, MIS 577, and FIN 584; and Special Topics courses with an international focus which may be offered from time to time to fulfill the international requirement.

Specializations

Students who choose to complete at least three Advanced Elective courses in one functional area may "specialize" in that area. MBA students may choose from one of the following "specialization" areas.

- Accounting
- Finance
- Marketing
- Operations Management
- Management Information Systems
- International Business
- Enterprise Management Technology

Students who choose the International Business specialization choose at least three of the international courses listed on the previous page to fulfill their specialization requirement.

Students who are interested in software development, as opposed to managing information systems, should consider the Software Engineering master's degree program described elsewhere in this catalog.

The student may choose not to specialize. Students who choose a "General" MBA maximize their flexibility in the selection of advanced electives. The student who chooses this option may take any four Advanced Elective courses selected in any combination from the Advanced Electives as long as at least one is an "international" course.

Some students choose to pursue a dual specialization by taking the required number of Advanced Elective courses (three courses, nine credits) in each specialization area. However, the same course may not be used to fulfill the specialization requirement in more than one area. For example, MKT 563 may be used to fulfill the nine-credit requirement in the marketing specialization or the international specialization, but not both.

Computer Literacy: Many courses in the MBA program assume a knowledge of computers. Specifically, students are expected to be familiar with 1. Spreadsheet applications and techniques; 2. Database management; 3. Introductory VAX applications and 4. Use of the World Wide Web. Students lacking computer background should inquire into The University of Scranton continuing education courses.

CAPSTONE EXPERIENCE

MGT 509, Business Policy, is the capstone experience in the MBA program. This course, to be taken as the last of the MBA core, synthesizes the knowledge students have gained in every other core course in the program. Students in MGT 509 will develop, present and defend their own policy recommendations in case studies which require an understanding of all areas of business to make sound judgements.

TRANSFER OF CREDITS

A maximum of six graduate credits may be transferred to The University of Scranton in fulfilling MBA course requirements. If the student is seeking to transfer courses from another Jesuit institution participating in the Multilateral MBA Agreement, the six-credit limit does not apply. The student may check with his/her mentor regarding credit transfer. For other regulations governing the transfer of graduate credits, see pages 19-20 of this catalog.

CLASS SCHEDULES

Normally class periods are 4:30-7:10 p.m. and 7:10-10:00 p.m. During the fall and spring semesters each course meets one night per week. (Consult summer and intersession schedules for class times in these terms.)

Students may attend on either a part-time or full-time basis. Most part-time students take two courses in each of the fall and spring terms. Most full-time students take three or four courses each fall and spring term, plus one or two courses each summer and intersession term.

GRADUATE ASSISTANTSHIPS

Approximately 11 graduate assistantships are available for outstanding full-time MBA students in each year. The assistants may work with The Kania School of Management faculty in their research and other academic duties, in Information Resources or in other University offices. Assistants receive a stipend and are eligible for a tuition scholarship.

FOUNDATION COURSES

All MBA students must have academic preparation in the Foundation areas listed below. Courses designed to meet this requirement are ordinarily taken at the undergraduate level. Students with an undergraduate degree in business will normally have completed *all* these courses and therefore can ordinarily complete the MBA program by taking 12 courses (36 credits) as previously outlined. Students with undergraduate degrees in disciplines other than business may be required to take some courses designated as "foundation" courses. Any foundation courses required of a student will be identified in that student's letter of admission to the program.

Any disagreement with the assignment of foundation courses should be reviewed with the student's mentor shortly after receiving the letter of admission. Note: foundation courses are frequently cited as prerequisites for MBA Core and Advanced Elective courses. Students taking the latter courses without having the assigned foundation requirements waived will be *required* to take the necessary foundation courses before graduating.

Areas Covered	**U. of S. Undergraduate Courses**
Financial and Managerial Accounting	ACC 253 and 254 or ACC 210
Calculus	MATH 106 and 107 or OIM 210
Statistics and Introduction to Management Science	STAT 251 and OIM'351 or OIM 211
Marketing	MKT 351
Corporate Finance	FIN 351
Micro & Macro Economics	ECO 153 and 154 or ECO 210
Principles of Management	MGT 351
Business Law/Legal Environment of Bus.	MGT 251
International Business*	ECO 351

* This is a foundation requirement *only* for students pursuing the specialization in international business.

Foundation courses may be completed at The University of Scranton or at another accredited institution. There is no limit to the number of foundation course credits which may be taken at another accredited institution. Also, grades in foundation courses do not enter into the calculation of the graduate GPA. After admission into the program, foundation, core and advanced elective courses may be taken simultaneously as long as prerequisite requirements are not being violated.

ADMISSION REQUIREMENTS

The Graduate Management Admissions Test (GMAT) is a test designed to measure certain mental abilities which have been found to be indicators of success in graduate programs in business. This test is required of all students. Registration for the GMAT may be made via telephone (1-800-GMAT-NOW) or via web site (http://www.gmat.org). Visit the GMAT web site for more information about the computer-adaptive test.

Admission to the MBA program is based on a combination of four indicators: previous academic performance; the applicant's GMAT score; letters of recommendation; and prior work experience, although prior work experience is not a precondition for admission. Particular attention is paid to the candidate's previous academic record and performance on the GMAT.

International students, whose native language is not English, are required to demonstrate their proficiency in English by achieving a score of at least 500 on the paper-based TOEFL test or 173 on the computer-based TOEFL test. Applicants scoring less than the required scores are not admitted to the program. Applicants scoring less than 550 on the paper-based test or 213 on the computer-based test are required to complete satisfactorily a course in English Language Proficiency. The course must be taken prior to or during the students's first regular term at The University of Scranton.

COMBINED B.S./M.B.A. DEGREE IN ACCOUNTING

The Accounting Department offers a specialized program that enables outstanding undergraduate accounting students to earn both a Bachelor of Science degree in Accounting and an MBA with an accounting specialization. This specialized, dual-degree program is available to undergraduate students who are majoring in accounting. With prudent use of intersession and summer sessions, students can complete the combined program within five academic years. The program is structured to allow qualified students to take graduate courses while still taking undergraduate courses. The opportunity to take graduate courses prior to completing a baccalaureate degree is conditional upon attainment of University-stipulated Combined Baccalaureate/Master's Degree Program (see page 13) requirements.

COURSE DESCRIPTIONS

FOUNDATION COURSES

Credits

ECO 153.
Principles of Microeconomics 3
(Formerly ECO 152) This course centers on the salient characteristics of the modern free enterprise economy. Topics include the operations of the price system as it regulates production, distribution, and consumption, and as it is in turn modified and influenced by private groups and government. International economics is also covered.

ECO 154.
Principles of Macroeconomics 3
(Formerly ECO 151) This course analyzes the determinants of aggregate economic activity. The main areas studied are the monetary and banking system, the composition and fluctuations of national income and inflation, all as influenced by monetary and fiscal policy.

ECO 210.
Essentials of Economic Theory 3
Intended to provide a foundation in economics for MBA students, this is an intensive course that stresses economic theory and public policy implications. The topics include stabilization of the economy and the price system as it regulates production, distribution and consumption and as it in turn is modified and influenced by private groups and government.

ECO 351.
Environment of International Business 3
(Prerequisite, Eco 153 and 154 or Eco 210) This course introduces the student to the growing field of international business, touching on the economic, social and political environments of international trade and multinational corporations. International institutions and agencies that impact on international business are discussed, and practical aspects of these topics are emphasized.

ECO 475.
International Economics & Finance 3
(Prerequisite, Eco 351) Advanced foreign trade theories and practices, balance of payments analysis, regional integration, exchange rates determination, foreign exchange markets, capital movements, and current international economic problems.

ACC 253.
Financial Accounting 3
A survey of the accounting cycle, basic financial statements, theory and techniques of income, asset and liability recognition.

ACC 254.
Managerial Accounting 3
(Prerequisite, ACC 253) Completion of the financial accounting sequence. Methods of cost accumulation and assignment; methods useful in managerial decision making.

ACC 210.
Survey of Managerial & Financial Accounting 3
A foundation course for ACC 502. This course is devoted to various financial and managerial accounting fundamentals, including the accounting cycle (transaction recording and posting, adjusting entries, trial balance preparation, financial statement preparation, closing entries, accounting principles that underly the recording and reporting of financial information). Managerial coverage includes cost terminology and proper cost classification, the statements of cost of goods manufactured and cost of goods sold, and the budgetary process. Not open to students requiring six credits of introductory accounting.

MATH 106.
Quantitative Methods I 3
Topics from algebra, including exponents, radicals, linear and quadratic equations, graphing, functions (including quadratic, exponential and logarithmic) and linear inequalities.

MATH 107.
Quantitative Methods II 3
(Prerequisite, MATH 106 or equivalent) Topics from differential calculus including limits, derivatives, curve sketching, marginal cost functions, and maximum-minimum problems. Integration.

STAT 251.
Statistics for Business I 3
(Prerequisite, MATH 107, MATH 114 or OIM 210) Detailed coverage of descriptive statistics. An introduction to the elements of probability theory (including Bayes' theorem) and decision theory, and index numbers. The major discrete and continuous probability distributions are covered with an emphasis on business applications. Data analysis will be done using appropriate software.

OIM 351.
Introduction to Management Science 3
(Prerequisite, STAT 251) A survey of the quantitative techniques which are used by modern managers. Topic coverage focuses on model building, linear programming methods, queuing models, project management and simulation. Emphasis is placed on the use and limits of these quantitative methods. Model analysis will be done using appropriate software.

OIM 210.
Quantitative Methods I 3
An introduction to various mathematical tools used in the solution of business problems. Topics include: sets, vectors, matrices, system of linear equations; function; differential calculus of single and several variables, classical optimization and integral calculus, sample space, basic probability concepts, random variables, discrete and continuous probability distributions, sampling.

OIM 211.
Quantitative Methods II 3
(Prerequisite, MATH 106 and 107 or OIM 210) An analysis of how statistical and management science techniques assist in managerial decision making. Topics

Cynthia Cann, Assistant Professor of the Department of Management/Marketing

include: interval estimation, testing of hypothesis, simple and multiple regression models, linear programming, model formulation, problem solving, and sensitivity analysis, transportation and assignment problems.

MGT 351.
Principles of Management I 3
Survey course examines key aspects of organizations and their management, e.g., dynamic environments and their effects, organization design and structure, roles/functions of managers, managing technology and change, global management, and alternative types of organizations. This course examines the expanding role of the manager from the traditional areas of planning, organizing, controlling and directing to addressing current topics including issues of workplace diversity. Course will address the knowledge and skills managers must develop in working with others who are different from themselves.

MKT 351.
Introduction to Marketing 3
(Prerequisites, ECO 153 and 154 or ECO 210) This course introduces the student to the field of marketing. An overview of the principles on which the discipline is founded is provided to students. In addition, the role that various institutions such as manufacturing firms, wholesalers and retailers, and other facilitating middlemen play in the marketplace is examined. The marketing concept is presented as the framework within which the decisions related to marketing mix variables (product, place, price and promotion) are made by organizations.

FIN 351.
Introduction to Finance 3
(Prerequisite, ACC 210 and ECO 153 or ECO 210) This course introduces the business student to the field of finance. It serves as the foundation course for financial principles used in both financial management and investment courses. Topics include time value of money, risk analysis, basic operation of the capital markets, current assets and liability analysis, and introduction to the topics of capital budgeting and cost of capital calculation.

MGT 251.
Legal Environment of Business 3
The nature, sources, formation, and applications of law. The judicial function, the court system, litigation and other methods of resolving disputes, legislation law from judicial decisions, law by administrative agencies, regulation of business activity, antitrust law, consumer protection, environment and pollution control. Substantive review of tort, criminal and insurance law. Full review of property rights for both personal and real property. Attention to business organization, principal of agency, partnership and cooperation.

CORE COURSES

ACC 502.
Accounting for Management 3
(Prerequisite, ACC 210 or ACC 253 and ACC 254) The student develops a deeper understanding of accounting as the "language of business" and the ways in which it can be employed to help managers perform within their organizations. Emphasis is placed on ways to use, analyze, and interpret accounting data in planning and controlling organizational activities. Selected techniques required for analysis and managerial decision making are introduced.

OM 503.
Operations Management 3
(Formerly OIM 503, prerequisite, STAT 251 and OIM 351, or OIM 211) This course is designed to emphasize the strategic importance of operations management to the overall performance of the enterprise. Topics include: product and process planning and design, forecasting, facility location and layout, production staffing, job design and work measurement, capacity planning, aggregate planning, inventory management, requirements planning, operations scheduling, Just-in-time, and quality assurance.

MIS 504.
Management Information Systems 3
(Formerly OIM 504) The course is designed to educate students to the impor-

tance of information systems in managing profit as well as not-for-profit organizations such as: manufacturing, banking and health care. The course emphasizes the role of information systems to increase productivity, to improve the quality of products and services, and to insure overall effectiveness of organizational operations. The course introduces the student to information and communication technologies; information system evaluation and development processes; information technology applications for problem solving and management decision making; and use of information technologies to transaction processes and customer service. Appropriate application software will be used to get hands-on experience, to analyze cases, and to complete the class project. The student is expected to have basic knowledge of computing skills.

MGT 505.
Organizational Behavior **3**
(Prerequisite, MGT 351 or equivalent) A primary goal of an organization is the improved performance of individuals and work groups within the organization. Organizational behavior is the field of study that investigates and explains those concepts or theories which are vital in current management practices dealing with job performance.

MKT 506.
Marketing Management **3**
(Prerequisite, MKT 351) Analysis of the conceptual and tactical mechanisms of marketing management with emphasis on how today's firms and institutions mobilize their resources to achieve market penetration, sales volume, and satisfactory profits. Marketing planning with control and implementation of strategies as major aspects of decision making. Also, exploring market opportunities and formulation of marketing policies (marketing mix) exemplified through case studies.

ECO 507.
Managerial Economics **3**
(Prerequisite, ECO 153 and 154 or ECO 210) An intensive study of the problems of value and costs, including demand theory, empirical demand analysis, production theory, cost theory linear programming applications in resource allocation and cost analysis, empirical cost analysis, market structure and pricing theory, pricing practice and the role of government in the private economy.

FIN 508.
Financial Management **3**
(Prerequisite, FIN 351) Principles of policy formation in the modern corporation; the institutions, instruments and customary procedures that influence the determination of corporate policy; and the reasons for choices in seeking solutions to specific financial problems. A case approach will be utilized to cover problems of working capital management, capital budgeting, and capital structure. Computerized approaches to financial problems will be emphasized.

MGT 509.
Business Policy **3**
(Prerequisite, all other core courses) This course introduces the student to methodologies for examining strategic policy issues of organizations, primarily business organizations. In providing the student with opportunities to devise policy solutions, the course draws on all of the functional areas in the MBA curriculum. The course provides a capstone experience in which students will develop, present and defend their own policy solutions for a real company.

ACCOUNTING ELECTIVES

ACC 512.
Survey of Federal Taxes **3**
(Prerequisite, ACC 502 or equivalent) This course is directed at graduate students who desire exposure to tax law, but have had no prior tax course. The course will survey the general and basic rules which govern individuals, corporations, partnerships, and S corporations. The primary focus of this course will be directed toward compliance issues.

ACC 521.
Auditing 3
(Prerequisite, Acc 502) Regulatory, legal, ethical, and technical issues related to the independent audit services. Intended for the general business student; not available to any student who has received credit for ACC 364 or its equivalent.

ACC 522.
Federal Taxation 3
(Prerequisite, ACC 502) Corporation Income Taxes, with special emphasis on current Internal Revenue Service regulations. Partnerships included. This course is not open to those students who have received credit for ACC 365 or its equivalent.

ACC 525.
International Accounting 3
(Prerequisite, ACC 502 or ACC 252 or ACC 254 or equivalent) Accounting for international business; accounting control for the multinational enterprise, global accounting theory and practice, social accounting concepts, tax aspects of foreign transactions, and international financial reporting to investors. This course is not open to those students who have received credit for ACC 475 or its equivalent.

ACC 526.
Managerial Accounting 3
(Prerequisite, ACC 502) Decision models including pricing factor and product combinations. Examination of the problem of control in organizations, including transfer pricing and performance evaluation. This course is not open to students who have received credit for ACC 461 or its equivalent.

ACC 527.
Financial Accounting 3
(Prerequisite, ACC 502) A critical study of the major accounting pronouncements on general purpose financial statements. Specific topics include accounting for inventories, investments, property, plant and equipment, liabilities, income tax allocation, pensions, and leases. This course is not open to those students who have received credit for ACC 362 or its equivalent.

ACC 529.
Special Topics in Accounting 3

ADVANCED ACCOUNTING ELECTIVES

Each student in the **Combined Bachelor of Science/Master of Business Administration Degree program** must take at least three upper-level graduate elective accounting courses. Depending upon the student's prior accounting background, acceptable elective courses could include the following: ACC 522, 525, 529, and any elective accounting course that is numbered 530 or greater.

ACC 531.
Advanced Auditing 3
(Prerequisite, ACC 364 or equivalent, or ACC 521) Internal control and auditing issues relating to EDP systems, including the organization, equipment, and applications controls; statistical sampling issues; and audit issues relating to certain operating cycles.

ACC 532.
Advanced Taxation 3
(Prerequisite, ACC 365 or equivalent, or ACC 522) This course is directed at graduate students having an accounting and tax background. The course will examine tax regulations applicable to partnerships, limited-liability companies/partnerships, corporations, S corporations, and estates and trusts. The emphasis will be on tax planning.

ACC 536.
Advanced Managerial Accounting 3
(Prerequisite, ACC 461 or ACC 526, or equivalent) Advanced study of the use of accounting information in the decision-making necessary for planning, organizing, directing, and controlling a firm's operations, including budgeting, performance evaluation, statistical analysis, and transfer pricing. The behavioral implications of the processes discussed will be addressed throughout the course. This course is not open to those students who have received credit for ACC 462 or ACC 523.

ACC 537.
Advanced Financial Accounting 3
(Prerequisite, ACC 362 or ACC 527, or equivalent) An in-depth study of selected advanced financial-reporting issues. Topics include consolidated financial statements, foreign currency transactions and foreign investments, and governmental and non-profit accounting. This course is not open to those students who have received credit for ACC 524.

OPERATIONS MANAGEMENT ELECTIVES

OM 541.
Advanced Production and Operations Management 3
(Formerly OIM 541; prerequisite, OM 503) The modeling of production inventory systems. Topics include: facility design, aggregate and hierarchical planning, inventory control, and operations scheduling. Appropriate software will be used to design, analyze, and evaluate manufacturing operations.

OM 542.
Applied Operations Research 3
(Formerly OIM 542; prerequisite, OM 503) A study of how operations research models may be used to solve practical decision problems in the business sector. Techniques studied will be chosen from: linear programming, goal programming, integer programming, dynamic programming, network theory, Markov processes, queuing theory and decision analysis. The course will emphasize problem formulation, model management and interpretation; both exact and heuristic algorithms will be considered.

OM 544.
Business Forecasting Models 3
(Formerly OIM 544; prerequisite, OM 503 or consent of instructor) This course deals with the study of quantitative forecasting techniques which include exponential smoothing, classical decomposition, regression analysis and Box-Jenkins (ARIMA) methodology, as well as qualitative (judgmental) methods. The emphasis is on their practical application in various business forecasting situations. Issues important in the selection of appropriate forecasting methodology such as data requirements, forecast accuracy, time horizon and cost are discussed.

OM 545.
Total Quality Management 3
(Formerly OIM 545; prerequisite, OM 503 or consent of instructor) Total Quality Management (TQM) provides the means for the organization to define its culture and to support the constant attainment of customer satisfaction through an integrated system of tools, techniques, and training. Topic coverage focuses on applying various continuous improvement techniques such as statistical process charts and assessment frameworks (e.g., Deming's philosophy, Baldrige Criteria, ISO 9000) in order to achieve world class quality.

MIS 548.
Business Decision Support Systems 3
(Formerly OIM 548; prerequisite, OM 503 and MIS 504) This course introduces the student to the conceptual foundations, technological components, and organizational processes involved in building interaction computer-based systems to help decision makers solve relatively unstructured problems. Topics include: Decision Support Systems (DSS) and Expert Systems (ES) Architecture, Tools for Building DSS and ES, Development of Decision Support and Expert Systems, and Applications using DSS Generators and ES Shells.

OM 549.
Special Topics in Operations Management 3
(Formerly OIM 549)

MANAGEMENT ELECTIVES

MGT 553.
Organizational Theory 3
(Prerequisite, MGT 505) Study of the forces both within and outside the organization that determine the structure and processes of an organization. Topics to be covered will include technology and size influences, conflict, boundary roles, matrix structure, political factors, and sociotechnical systems.

MGT 554.
Group Dynamics 3
(Prerequisite, MGT 505) Designing individual and group behavior systems, contemporary topics on designing organizational systems for better utilization of human resources.

MGT 555.
Organization Power & Politics 3
(Prerequisite, MGT 505) This course examines power and politics in organizations from theoretical, applied, and research perspectives.

MGT 556.
International Management 3
(Prerequisite, Mgt 505) A basic graduate course in international management, this course focuses on the set of strategy decisions facing the multinational corporation. It will also focus on the external and internal variables that influence the choice and outcome of strategies. The specific strategies covered are entry/ownership, sourcing, control, marketing, financial, human resources, and public affairs. Other topics include the division of labor and resource allocation on a worldwide basis, cultural issues, and issues of nationalism.

MGT 559.
Special Topics in Management 3

MANAGEMENT INFORMATION SYSTEMS ELECTIVES

MIS 546.
Business Database Management Systems 3
(Formerly OIM 546; prerequisite, MIS 504) This course focuses on the overall structure of database management applications with emphasis on the relational approach. Topics covered include: database design, data dictionaries, query system, methods of storage and access, data definition and manipulation, data security and integrity, recovery and concurrence, distributed database management. Students will learn to design and implement database applications using micro and/or mainframe computers.

MIS 548.
Business Decision Support Systems 3
(Formerly, OIM 548; prerequisite, OM 503 and MIS 504) This course introduces the student to the conceptual foundations, technological components, and organizational processes involved in building interactive computer-based systems to help decision-makers solve relatively unstructured problems. Topics include: Decision Support Systems (DSS) and Expert Systems (ES) architecture, tools for building DSS and ES, development of decision support and expert systems, and applications using DSS generators and ES shells.

MIS 571.
Information Networks and Electronic Commerce 3
(Formerly OIM 571; prerequisite, MIS 504) The main focus of the course is on the use of data communication networks to support effective and efficient management of information both within the organization and among organizations and individuals. Topics include: basic concepts of communication networks; analysis of existing enterprise data and voice communication networks; network management; electronic commerce and the worldwide web; intranets and collaborative work; and emerging trends and issues in electronic commerce infrastructure. The course will include case studies and a term project related to the applications of information networks.

MIS 573.
Development of Business Applications 3
(Formerly OIM 573; prerequisite, MIS 504) This course focuses on end-user development of business applications using visual, event-driven development tools. Topics include: problem-solving logic and the application-development process; objects, properties, events, and methods; design of user interfaces, dialogs and menus; macros and modular procedures; object linking and embedding; accessing databases; object-oriented programming concepts; and emerging trends in end-user application-development. Prior programming experience is not required.

MIS 574.
Information Technology and Business Process Reengineering 3
(Formerly OIM 574; prerequisite, MIS 504) Information technology (IT) makes possible new and radically different ways of performing business functions. This course will address the ways in which information technology can be used by organizations to restructure and redesign business processes. The course contents include: analysis of core business processes and cross-functional integration, identification and evaluation of opportunities to apply IT to business processes, design and development of solutions to reengineer business processes, development of implementation plans, and analysis of the key implications of the plan in terms of costs and organizational changes. Students will analyze and discuss several cases involving the use of IT in reengineering.

MIS 577.
Global Information Systems 3
(Formerly OIM 577; prerequisite MIS 504) This course examines the role of information systems and telecommunication technologies in managing international organizations. Topics include: impact of information technology at the functional level of multinational corporations; types of international information systems; organizing and managing international information systems; changes in telecommunication regulations; international standard setting organizations; building strategic alliances through information technology; and emerging information technology applications to understand and resolve issues raised by international trade and business. Students will discuss major cases that involve global information systems applications to multinational corporations.

MIS 579.
Special Topics in Management Information Systems 3

MARKETING ELECTIVES

MKT 561.
Marketing Research 3
(Prerequisite, MKT 506) Marketing Research is studied as the basis for decision making, for analysis of markets, and for evaluation of marketing strategies through systematic gathering of information and evidence. The foundations and methodology of research, including behavioral sciences and multivariate analysis, are discussed. Research projects are conducted by the class participants and research applications to marketing problems are exemplified.

MKT 562.
Promotion Management: Advertising and Selling 3
(Prerequisite, MKT 506) A study of the promotion activities of business firms and institutions; analysis of audience behavior and motivation; communication through mass media and person-to-person interaction including advertising, personal selling, sales promotion, and publicity; the development of an integrated promotional strategy to generate sales and profits through informing, persuading, and activating middlemen and consumers.

MKT 563.
International Marketing 3
(Prerequisite, MKT 506) A study, of the managerial problems in international marketing, covering factors affecting international markets in different cultural areas of the world.

MKT 564.
Consumer Behavior **3**
(Prerequisite, MKT 506) Study of the basic factors influencing consumer behavior with emphasis on managerial use of consumer decision making models from both economics and the social sciences.

MKT 569.
Special Topics in Marketing **3**

ECONOMICS AND FINANCE ELECTIVES

ECO 581.
Economics of Business Strategy **3**
(Prerequisite, ECO 507) This course provides an economic analysis of business strategies. Focusing on a firm's decision making, it analyzes vertical integration, economies of scale and scope, market structure and competition, strategic commitment, pricing rivalry, entry and exit, advertising, location, incentives, and the principal-agent problem.

FIN 581.
Financial Institutions **3**
(Prerequisite, FIN 508) A detailed survey of the more important financial institutions of the United States in order to determine their functions and interrelations in the national economy. Monetary and fiscal policy. Material covered will assist the student to understand better the economic, social and political scene in America.

FIN 582.
Advanced Financial Management **3**
(Prerequisite, FIN 508) A case oriented approach to financial decision making with emphasis on current management, capital budgeting, capital structure, mergers, and bankruptcy.

FIN 583.
Investment Analysis **3**
(Prerequisite, FIN 508) A detailed study of the investment environment and the process of investment management. Topics covered include the study of equity and debt markets, options and futures markets, stock and bond valuation models, portfolio selection theory, bond portfolio management and the use of derivative securities for hedging risk.

FIN 584.
International Finance **3**
(Prerequisite, FIN 508) A detailed survey of the financial decision process in multinational corporations. Topics include the international finance environment, foreign exchange markets, measuring and managing foreign exchange risks, financing the global firm, foreign investment decisions, managing multinational operations, and other advanced issues in multinational finance.

FIN 585.
Derivative Securities **3**
(Prerequisite, FIN 508) The course develops the theory of option pricing based on the Black-Scholes model. It then applies these ideas to the use of options in investment strategies and in portfolio management. The students get hands-on experience with real-time data to assess the feasibility of various investment opportunities in options markets.

FIN 586.
Portfolio Theory **3**
(Prerequisite, FIN 508) The course develops the fundamental concepts of portfolio theory in the risk-return framework. Different analytical tools for risk management; optimization, duration, immunization, and portfolio insurance are considered. The students are required to construct and maintain a simulated portfolio using real data.

FIN 589.
Special Topics in Finance

ENTERPRISE MANAGEMENT TECHNOLOGY

MBA 510.
Integrated Enterprise Management Systems **3**
This course overviews business processes across marketing, procurement, production and finance as one integrated customer-oriented value chain to be managed from the perspective of the overall enterprise. It examines the optimization of business processes and their integration through the effective deployment of enterprise systems technology such as SAP R/3.

MBA 519.
Special Topics in Enterprise Management Technology **3**

MIS 548.
Business Decision Support Systems **3**
(Formerly, OIM 548; prerequisite, OM 503 and MIS 504) This course introduces the student to the conceptual foundations, technological components, and organizational processes involved in building interactive computer-based systems to help decision-makers solve relatively unstructured problems. Topics include: Decision Support Systems (DSS) and Expert Systems (ES) architecture, tools for building DSS and ES, development of decision support and expert systems, and applications using DSS generators and ES shells.

OM 545.
Total Quality Management **3**
(Formerly OIM 545; prerequisite, OM 503 or consent of instructor) Total Quality Management (TQM) provides the means for the organization to define its culture and to support the constant attainment of customer satisfaction through an integrated system of tools, techniques, and training. Topic coverage focuses on applying various continuous improvement techniques such as statistical process charts and assessment frameworks (e.g., Deming's philosophy, Baldrige Criteria, ISO 9000) in order to achieve world class quality.

English

Dr. Jones DeRitter, Chair, English
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Department faculty: Professors - Rebecca S. Beal, Ellen M. Casey, Daniel V. Faustino, Leonard G. Gougeon, John M. Hill, William Hill, S.J., John M. McInerney, William V. Rakauskas, Stephen E. Whittaker; Associate Professors - Jones DeRitter, Mary F. Engel, Michael Friedman, Francis X. Jordan, Joan Robbins, Carl Schaffer; Assistant Professors - Joseph L. Quinn, S.J., Joyce Simcoe Simutis.

The Department of English offers course work leading to a Master of Arts degree in English. In addition, course work is offered to support the curriculum leading to the degree of Master of Science in Secondary Education with specialization in English.

ADMISSION REQUIREMENTS

The applicant must, prior to the start of his/her graduate program, possess a baccalaureate degree; must have completed on the undergraduate upper-division level a minimum of 18 semester hours in English; and must, have a GPA of not less than 2.75 (of a possible 4.0) in his/her upper-division courses in English. An applicant to the master's program in English must submit a writing sample on a literary subject. It must be at least five pages in length and may be a paper completed as part of the applicant's undergraduate or other educational experience. Letters of recommendation should address the applicant's preparation to do graduate work in English Literature. Applicants are urged to submit scores from the GRE General Test and Subject Test in Literature. For certain applicants, the Director of the Graduate Program in English may require submission of these scores. A TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test is required for international students whose native language is not English. For other application requirements see pages 11-16.

MASTER OF ARTS IN ENGLISH

Candidates for the degree of Master of Arts in English may select a thesis or non-thesis program.

M.A. Thesis Program The M.A. thesis program will require the student to complete successfully 27 credits in courses in English, as outlined below; pass an oral exam; and present a critical study (thesis) of no fewer than 12,000 words. The comprehensive examination for the M.A. (thesis) will be an oral examination, in which the candidate will defend his/her thesis and be questioned on literary material from the area of his/her thesis and two other major areas of English or American literature. The specific areas for each student's oral examination will be established by the student and his/her mentor, based on the thesis topic. A summary description of the procedure to be followed in the preparation and defense of theses can be obtained from the secretary of the English Department.

The only specific course requirements for the M.A. (thesis and non-thesis) are English 500: Introduction to Research (three credits) and English 564: Studies in Literary Theory (three credits). The student must register for these courses in the first semester during which they are offered after the student has been accepted into the program. The remaining 21

hours of credit for the M.A. (thesis) are to be taken in courses approved by the student's mentor. These courses should be so chosen as to combine student interest in certain periods and genres, and coverage, both in range and depth, of the fields of British and American literature. The 33 credit hours necessary for the M.A. (thesis) are completed with the six hours granted for the thesis.

M.A. Non-Thesis Program The M.A. non-thesis program requires the student to complete successfully 33 credits in courses in English, including English 500 and English 564, and pass a written comprehensive examination. The examination, which is given several times a year, as scheduled by the Graduate Office, will be composed of three sections focusing on a single literary period, a specific genre over several periods, and one major figure. Students will choose their own periods, genres and major figures from lists of acceptable choices provided by the department, making sure that there is no overlap between the literary period and the major figure. Students should consult with the department chair after completing nine credits of graduate study in order to begin preparing for the exam. They should also apply at the Graduate Office to take the examination sometime during the year in which they expect to complete their degree requirements.

CAPSTONE EXPERIENCE

The capstone experience for English M.S. candidates who choose the thesis option is the thesis itself; the capstone experience for candidates who choose the non-thesis option is the comprehensive examination. (The thesis and the examination are described above.)

MASTER OF SCIENCE IN SECONDARY EDUCATION: ENGLISH

For the degree of Master of Science in Secondary Education with specialization in English, refer to the criteria outlined by the Department of Education, Secondary Education, for application procedures and degree requirements.

John M. McInerney, Professor of English and Director of the Graduate Program in English.

COURSE DESCRIPTIONS

Credits

ENLT 500.
Introduction to Research 3
Course familiarizes students with the important research tools and methods of the discipline, as well as with more specialized references and procedures in the students' particular areas and periods of interest. Reading and projects prepare students for large research projects, including the M.A. thesis and doctoral dissertation.

ENLT 501.
History of the English Language 3
An investigation of the principal phonemic, morphological, and orthographic changes governing the evolution of the English language from Anglo-Saxon times to the present; although the approach will be historical, due emphasis will be accorded the study of our language as a living cultural entity.

ENLT 505.
Modern Grammar in the English Curriculum 3
The theory of transformational grammar, studied against such other theories as prescriptivism, structuralism, and case grammar, in practical application to the high school and college English curriculum.

ENLT 506.
Composition in the English Curriculum 3
Designed for both high school and junior college English teachers, this course will review traditional composition programs and approaches, explore innovative programs and methods, and consider the place of composition in a variety of curricula.

ENLT 507.
Literature in the English Curriculum 3
In considering strategies for selecting, organizing, and teaching high school literature, this course will explore the central question of what a sequential, well-balanced, efficient program in literature should consist of. It will include adolescent literature, themes, genres, socio-political movements, thematic and short courses, autotutorial devices or systems, and inquiry methods.

ENLT 511.
Medieval English Literature 3
A critical study of the major literary works in English of the Middle Ages, from *Beowulf* through *Everyman*.

ENLT 512.
Introduction to Late Medieval Drama 3
An introduction to the drama which flourished in the late fourteenth and fifteenth centuries: the Corpus Christi cycle; morality plays such as *Everyman*, *Mankind*, *Castle of Perseverance*, and the saint's play. (Individual plays studied will change from year to year.)

ENLT 514.
Chaucer I: The Early Poems 3
Close study of Chaucer's poetry other than *The Canterbury Tales,* with particular emphasis on *Troilus and Criseyde*.

ENLT 515.
Chaucer II: The Canterbury Tales 3
A detailed examination of the general structure of *The Canterbury Tales* and of the individual tales, with attention to specialized critical tools and techniques and to various critical approaches to Chaucer.

ENLT 520.
Shakespeare and Other Elizabethan Dramatists I 3
A careful study of Shakespeare's plays written before 1600, together with selected plays of Marlowe, Kyd, Greene, and Preston.

ENLT 521.
Shakespeare and Other Elizabethan Dramatists II 3
A careful study of Shakespeare's plays written after 1600, together with selected plays by Jonson, Chapman, Dekker, Beaumont, Tourneur, Marston, Middleton, Massinger, Ford, Rowley and Webster.

ENLT 531.
Sixteenth-Century Literature 3
Poetry and prose of the English Renaissance, with special attention to the new birth of poetic form; examination in depth of the great poetic achievements of Sidney, Spenser, and Shakespeare.

ENLT 532.
Seventeenth-Century Literature 3
A study in-depth of the major British authors of the seventeenth century other than Milton.

ENLT 534.
Milton 3
An appreciation of John Milton as poet, critic, and innovator, together with a critical survey of the poet's sources, poetical works, and literary forms.

ENLT 537.
Restoration and Eighteenth-Century Drama 3
An examination of the major developments in comedy, tragedy, and experimental dramatic forms on the English public stage between 1660 and approximately 1775. The reading list will include works by Wycherley, Etherege, Behn, Dryden, Otway, Congreve, Rowe, Addison, Steele, Gay, Lillo, Fielding, Sheridan, Goldsmith, and others.

ENLT 538.
Restoration and Eighteenth-Century Poetry 3
An examination of the major developments in English poetry between 1660 and 1780, excluding Milton. The reading list will include works by Rochester, Dryden, Behn, Pope, Gay, Johnson, Gray, Collins, and Goldsmith, as well as lesser-known figures from this period.

ENLT 539.
The Eighteenth-Century British Novel 3
An examination of the sources, primary texts, and sub-genres which combine to define the English novel and its audience during the eighteenth century. The reading list may include a few important precursors of the new form, as well as examples of realism, gothicism and sentimentalism. The specific works on the reading list will change each time the course is offered, but the following authors will be included with some regularity: Behn, Swift, Defoe, Richardson, Fielding, Smollett, Sterne, Radcliffe, Burney, Godwin, and Shelley.

ENLT 540.
Romantic Poetry and Criticism 3
An examination of the poetry and critical writings of the major romantic poets. The aim is not an exhaustive survey but an intensive study of several of the following: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats.

ENLT 543.
Victorian Poetry and Non-Fictional Prose 3
An examination of Victorian poetry and non-fictional prose in the light of its social, political, and intellectual backgrounds. The aim is not an exhaustive survey but an intensive study of several of the following: Tennyson, Browning, Arnold, Pre-Raphaelites, Carlyle, Newman, Ruskin and Pater.

ENLT 544.
The Nineteenth-Century British Novel 3
Readings in selected Victorian novels in the light of the social, political, and intellectual background of the age, with emphasis on the artistic development of the novel.

ENLT 550.
Studies in Modern Poetry 3
An intensive study of trends and techniques in such major twentieth-century poets as Hopkins, Yeats, Auden, Dylan Thomas, Frost, Stevens and Eliot.

ENLT 552.
The Twentieth-Century British Novel 3
Readings of selected twentieth-century novels in the light of the social, political, and intellectual background of the times. Such major British novelists of the century as Conrad, Joyce, D.H. Lawrence, E.M. Forster, Greene, Waugh, Virginia Woolf and Muriel Spark will be included.

ENLT 554.
Modern Drama 3
The development of drama (Continental, British, Irish and American) from Ibsen to the present day. Among playwrights whose works will be read and studied are: Ibsen, Strindberg, Chekhov, Synge, Yeats, Shaw, Pinter, Brecht, Ionesco, Beckett, O'Neill, Shepard, Wasserstein and Wilson.

ENLT 556.
American Romanticism and Transcendentalism **3**
Studies in the major works of Cooper, Poe, Hawthorne, Emerson and Melville.

ENLT 557.
American Realism and Naturalism **3**
Studies in the major works of Twain, Crane, Norris, James and Howells.

ENLT 559.
The Twentieth-Century American Novel **3**
Modern American novels and short stories. The period from 1900 to the present will be covered, emphasizing such major figures as Fitzgerald, Hemingway, Faulkner, Steinbeck and Updike.

ENLT 564.
Studies in Literary Theory **3**
This course analyzes the derivation and methodology of the theories underlying contemporary practice. For historical perspective, we turn to Plato and Aristotle, and then to a survey of other major classical, renaissance, enlightenment, and 19th-century sources. Thence we examine 20th-century critical theories, namely: psychoanalysis, Marxism, feminism, formalism (new criticism), reader-response, structuralism, deconstruction, and cultural materialism (new historicism).

(N.B. Each of the following seminars will involve concentrated study of a single literary figure, movement, or genre. The particular subject of each seminar will vary each year.)

ENLT 570.
Seminar: Special Studies in English Literature **3**

ENLT 571.
Seminar: Special Studies in American Literature **3**

ENLT 572.
Seminar: Special Studies in Comparative Literature **3**

ENLT 580.
Afro-American Literature **3**
An introductory survey of Afro-American literature, stressing an in-depth examination of the works of Afro-Americans in poetry, song, drama, the novel, the essay, and the slave narrative. Emphasis will be placed on the relationship between the Afro-American experience and the African experience. The period covered is from the founding of the American nation to the present day.

ENLT 598.
Directed Study **3**

ENLT 599.
English: Thesis **3-6**
Students working on theses must register for this course. Six thesis credits are normally required for M.A. students. These may be taken all in one term or in two different terms.

History

Dr. Michael D. DeMichele, Chair, History
Dr. Ray Champagne, Director of Graduate Program
570-941-7428
http://www.scranton.edu

Department faculty: Professors - Raymond W. Champagne, Willis M. Conover, Michael D. DeMichele, Frank X.J. Homer; Associate Professors - Roy P. Domenico, Robert E. Hueston, Lawrence W. Kennedy, Susan Poulson; Assistant Professor - Robert W. Shaffern.

The Department of History offers course work leading to a Master of Arts degree in History.

ADMISSION REQUIREMENTS

The applicant must possess the baccalaureate degree and should as an undergraduate have completed a minimum of 18 upper-division semester hours in History. Applicants should have a GPA of not less than 2.75 (based on 4.0 scale) in all their undergraduate history courses or have attained an acceptable score on the General Test of the GRE or an equivalent score in other nationally recognized tests. In the event that significant gaps occur in the student's undergraduate program, additional undergraduate history courses may be specified by the mentor.

MASTER OF ARTS IN HISTORY

Course Requirements: The Master of Arts in History requires successful completion of 30 graduate credits. The only specific course requirement is History 500: Science and Methods of Historians.

A Thesis or Non-Thesis Program: A thesis or non-thesis program for the M.A. degree is the option of the student. Both the thesis and non-thesis programs entail successful completion of 30 graduate credits, and a successful comprehensive examination in the field. The thesis program, however, will require the student to complete successfully a total of 24 course credits and to present an acceptable thesis for which six credits will be granted. The thesis topic must be approved by the student's mentor under whose active direction the thesis shall be satisfactorily completed. The thesis must be approved by a faculty panel assigned by the chair of the department.

Capstone Experience: The capstone experience in the master's program in History is a comprehensive examination which students take after the completion of a minimum of 24 graduate credits. The examination tests a general knowledge of United States history, the major focus of the program, and a course-specific knowledge of non-United States history. All students - thesis and non-thesis alike - must take the comprehensive examination.

Mentor: Upon admission to The Graduate School in History, the student will be assigned a mentor who will advise the student of all course work and who, if the program includes a thesis, will direct the student's research and writing of the thesis.

COMBINED B.A./M.A DEGREE PROGRAM

The Department of History and Political Science offers a special program that enables the qualified student to obtain both a bachelor's and a master's degree, normally in five years. With judicious use of summer sessions and intersessions, some students complete the program in four years. 12 graduate history credits may be applied to satisfy the B.A. degree program requirements. Students may be conditionally admitted to the program upon matriculation at the University and after approval by the department and the deans of The College of Arts and Sciences and The Graduate School. (See page 13 for University stipulated requirements.) Students already enrolled at the University and transfer students may enter the program on a conditional basis up to the end of the second year of studies with the same approval mentioned above.

A student must have an excellent GPA in all courses and have three letters of recommendation, including at least one from one of his/her history professors, in order to be considered for admission to the combined B.A./M.A. program.

Students enrolled in the combined B.A./M.A. Degree Program are required to complete all other degree requirements specified in the catalogs of both The College of Arts and Sciences and The Graduate School of The University of Scranton.

Raymond W. Champagne, Professor and Director of the Graduate Program in History.

COURSE DESCRIPTIONS

Credits

HIST 500.
Science and Methods of Historians 3
A study of the methodology required for gathering, assessing, synthesizing and documenting historical information with special attention given to American historians and historiography.

HIST 505.
America: From Province to Nation, 1750-1787 3
An examination of the process by which the American colonies became independent states and subsequently a cohesive nation.

HIST 510.
The Shaping of the American Nation, 1789-1815 3
A study of American politics and diplomacy from the adoption of the Federal Constitution to the close of the War of 1812.

HIST 514.
The Rise of American Democracy, 1815-1845 3
An examination of American history from the "Era of Good Feelings" to the presidency of James Polk, with special emphasis on the administration of Andrew Jackson and the development of mass political parties.

HIST 515.
America's Immigration Experience 3
An in-depth look at the immigration and Americanization of selected ethnic groups in U.S. Society.

HIST 518.
The Local Ethnic Experience 3
Immigration to America, early ethnic groups in Northeastern Pennsylvania, coal mining in the anthracite belt.

HIST 520.
American Expansionism 3
A study of the expansionist instinct in U.S. foreign policy from the Revolutionary days to modern times.

HIST 530.
America's Response to Industrialism 3
A study of the transformation of American society and politics in the late nineteenth and early twentieth centuries. Topics include urbanization; labor and reform movements; Bryan, Roosevelt and Wilson; the impact of World War I, woman suffrage, nativism and social change in the 1920's.

HIST 533.
History of American Women in the Twentieth Century 3
This course shall review the history of American Women and the ideology of gender during the past century. In addition to brief lectures on broad trends in a particular era, there will be a heavy emphasis on student reading, discussion and historiographical analysis.

HIST 535.
Twentieth-Century America 3
A study of the Great War, the Twenties, the Depression, World War II, the ColdWar, and the emergence and erosion of national consensus.

HIST 538.
Recent U.S. History 3
A study of American society during the past thirty years. Focus on such topics as the Cold War, the Vietnam War, the student counter-culture movement, Watergate, and the conservative response to these developments.

HIST 541.
The American Image: Art, Technology and Society in the U.S., 1670-1970 3
A survey of artistic developments in America from the seventeenth through twentieth centuries examining the ways in which changing concepts of society, technology and environment have contributed to the distinct forms of American art, history and culture.

HIST 545.
Pivotal Elections in History 3
An examination of the more significant and interesting presidential elections in the history of the United States.

HIST 546.
History of American West **3**
A study of the acquisition, settlement, and development of the Trans-Mississippi West, including the mining, cattlemen's and farmers' frontiers; Indian removal; and Manifest Destiny in Texas and Oregon. Particular attention will be paid to the importance of the American West in the development of American culture.

HIST 548.
Seminar in American History **3**
An analysis of selected topics in American history from the Colonial era to the present.

HIST 555.
The Soviet Achievement **3**
An analysis of the social, cultural, economic and political accomplishments of the U.S.S.R.

HIST 560.
Modern Germany **3**
A detailed study of modern Germany from the formation of the German Empire to the demise of Adolf Hitler and the reconstruction of Germany after World War II.

HIST 565.
French Revolution and Napoleon **3**
A study of the causes and results of the French Revolution and the Age of Napoleon and its legacy.

HIST 570.
Anatomy of Modern Europe **3**
An analysis of the major institutions, problems and accomplishments of Europe since the end of World War II.

HIST 571.
The Modern Era: Art, Technology and Society in the U.S., 1850-1970 **3**
A survey of artistic developments in Europe and the United States from the mid-nineteenth century through the decades following World War II. Reasons for the development of these styles, as well as the ways in which they reinvented or rejected the traditions of the past, will be considered.

HIST 575.
Military Power in the Twentieth Century **3**
A study of the role of military force in international relations and the impact of the military and war upon domestic society in modern times.

HIST 578.
Seminar in European History **3**
An analysis of selected topics in European History from the nineteenth century to the present.

HIST 598.
Directed Study **3**
Allows the student to pursue a topic of special interest under the direction of a faculty member.

HIST 599.
History: Thesis **6**
Students working on theses must register for this course.

Chemistry, Biochemistry, Clinical Chemistry

Dr. David E. Marx, Chair, Chemistry
Dr. Christopher Baumann, Director of Graduate Programs
570-941-6389 • cab302@scranton.edu

Department faculty: Professors - Christopher Baumann, Michael C. Cann, Trudy A. Dickneider, Maurice I. Hart, Jr., Joe A. Vinson; Associate Professors - David E. Marx, Donna M. Narsavage-Heald, Joan M. Wasilewski; Assistant Professor - Timothy Foley.

The Department of Chemistry offers Master of Arts and Master of Science degree programs in Chemistry, Biochemistry, and Clinical Chemistry. In addition, course work is offered in support of the program leading to the degree of Master of Science in Secondary Education with specialization in Chemistry.

CHEMISTRY AND BIOCHEMISTRY PROGRAMS

The Master of Arts program is a thesis degree that is directed toward subsequent work for the doctoral degree and an important preparation for research activity in industry or elsewhere. Its requirements include 30 credit hours of classroom courses and independent research under the direction of a faculty member. Usually six of the 30 credits are devoted to the thesis research.

Master of Science programs are offered in Chemistry and Biochemistry. The M.S. is usually a terminal degree intended to upgrade the student's professional competency and capabilities for work in industry or secondary education. 30 credit hours of classroom work are required.

Students may also pursue a M.S. in Secondary Education with a content option in Chemistry. See pages 31-33 for details.

Admission Requirements: Applicants for the Master of Arts or Master of Science programs in Chemistry or Biochemistry must possess, or be in close proximity to possessing, a baccalaureate degree which includes full-year courses in General and Analytical Chemistry, Organic Chemistry, Physical or Biophysical Chemistry, General Physics, and Mathematics through Integral Calculus. Applicants for the Master's degree in Secondary Education that is correlated with Chemistry must have, beside the baccalaureate degree, at least a full year of General and Analytical Chemistry, College Physics and Mathematics. A GPA of 2.75 is required both overall and in the science courses.

Certain of these requirements may be waived at the discretion of the department chair. Students with limited undergraduate course deficiencies may be admitted with the approval of the Chemistry faculty on condition that such deficiencies are corrected concurrently with their initial graduate course.

Course Requirements: Core courses are those, within each program, that are required of all candidates. Since these are the fundamental courses that form the basis of the comprehensive examinations, it is essential that they be taken first in any candidate's program before any electives.

Core courses for the M.A. and M.S. degrees in Chemistry are:

CHEM 530 Structural Organic Chemistry
CHEM 531 Mechanistic Organic Chemistry
CHEM 540 Advanced Inorganic Chemistry
CHEM 562 Advanced Quantum Chemistry
CHEM 563 Advanced Thermodynamics and Equilibrium
CHEM 570 Advanced Analytical Chemistry
CHEM 571* Analytical Methods

*Will be waived for those individuals who have previously taken an equivalent instrumental analysis laboratory course.

Core courses for the M.A. and M.S. degrees in Biochemistry are:

CHEM 531 Mechanistic Organic Chemistry
CHEM 550 Biochemical Structure and Function
CHEM 551 Biocatalysis and Metabolism
CHEM 563 Advanced Thermodynamics and Equilibrium
CHEM 570 Advanced Analytical Chemistry
CHEM 571* Analytical Methods

*Will be waived for those individuals who have previously taken an equivalent instrumental-analysis laboratory course. With permission, CHEM 560-561 may be substituted for CHEM 563 for those with a less complete background.

Core courses for the M.S. in Secondary Education with a content option in Chemistry are:

CHEM 531 Mechanistic Organic Chemistry
CHEM 540 Advanced Inorganic Chemistry
CHEM 560 Introduction to Thermodynamics
CHEM 561 Introduction to Quantum Chemistry
CHEM 570 Advanced Analytical Chemistry

Elective courses beyond the Core courses will be chosen from among the graduate courses offered by the Chemistry Department. In the Master's degree program in Secondary Education that is correlated with Chemistry, the mentor may allow students to fulfill their requirements with other courses in Chemistry.

CLINICAL CHEMISTRY PROGRAM

The Clinical Chemistry program is designed to provide advanced scientific and management training to prepare participants for leadership positions in hospital, industrial, or other private analytical laboratories. The program has two tracks: Research and Administration. The Research track is designed for students who wish to emphasize development of research capabilities. This track requires completion of a research thesis and leads to the M.A. degree. The Administration track is designed for students who wish to combine their scientific training with some exposure to matters of administration in health/medical/laboratory environments; this track leads to the M.S. degree. Both tracks require a minimum of 36 graduate credits.

Admission Requirements: Applicants for the program will normally have a bachelor's degree in Chemistry, Biochemistry, Biology, or Medical Technology. Other undergraduate degrees may be acceptable if appropriate background courses in the sciences have been taken. The undergraduate transcripts of all applicants will be examined to determine if there are any deficiencies in background courses.

An undergraduate GPA of at least 2.75, for all courses combined as well as for science courses, is expected for admission to the program.

Course Requirements: The following courses, 27 credits in all, are required of all students in the Clinical Chemistry program:

CHEM 531	Mechanistic Organic Chemistry
CHEM 550	Biochemical Structure and Function
CHEM 551	Biocatalysis and Metabolism
CHEM 554	Biochemistry of Disease
CHEM 555	Chemical Toxicology
CHEM 556	Clinical Quality Control
CHEM 565	Instrumental Electronics
CHEM 570	Advanced Analytical Chemistry
CHEM 571	Analytical Methods

While registered for CHEM 556, the student will participate in a clinical affiliation. This course will ordinarily be taken as the last course in the student's program.

Students take nine elective credits. Electives may be taken from any of the following categories:

Thesis: Students in the Research track will take two to six credits of thesis work (CHEM 599). The number of thesis credits will be determined in consultation with the student's mentor, depending on the scope of the thesis project. Normally, six thesis credits are devoted to the project.

Students in the Administration track should take HAD 500, Health Care Organization and Administration, plus two additional three-credit courses in Health Administration (HAD) or Human Resources Administration (HRA), chosen after consultation with their mentor and the Director of the HRA or HAD program.

Other Chemistry courses: Students may select other graduate courses offered by the Chemistry department, in consultation with their mentor, to complete their electives. Of special interest in this category are the following: CHEM 553, Enzymology, and CHEM 572, Applied Spectroscopy.

Christopher Baumann, Professor of Chemistry and Director of the Graduate Programs in Chemistry, Biochemistry and Clinical Chemistry.

CAPSTONE EXPERIENCE

The capstone experience for students seeking the Master of Arts degree consists of a comprehensive examination and research which culminates in the writing and defense of a thesis. For students seeking the Master of Science degree, the capstone experience is the comprehensive examination. Both of these experiences are described below.

THESIS

M.A. candidates in Chemistry, Biochemistry, and Clinical Chemistry are required to do independent research and write a thesis.

Early in the program, each student should choose a research director, decide with him/her on a project. Then two readers should be chosen and a proposal prepared for the research project. This proposal should be presented to the thesis committee consisting of the research director and the two readers. When the project proposal is approved the student should progressively carry out the necessary laboratory experimentation. When the work is complete, it must be reported in a thesis which is publicly defended before the Chemistry Department. The credits awarded for the thesis (CHEM 599) can vary from two to six, depending on the needs of the student.

COMPREHENSIVE EXAMINATION

Canditates for the M.A. or M.S. degrees in Chemistry, Biochemistry, and Clinincal Chemistry must pass a comprehensive examination, based on the core corses required in the respective programs. The comprehensive examination is normally taken after the core courses have been completed. Students who do not pass the comprehensive examination on the first attempt will be allowed to take the entire examination a second time. Students failing the comprehensive examination for the second time will not be considered for the degree.

COMBINED B.S./M.A. OR M.S. DEGREE PROGRAM

The Chemistry department offers outstanding undergraduate students in the Chemistry and Biochemistry majors the opportunity to earn both a bachelor's and a master's degree through the Combined Baccalaureate/Master's Degree Program under the conditions on page 13 of this catalog.

GRADUATE ASSISTANTSHIPS

Each year approximately 20 students in the Chemistry programs hold graduate assistantships. Some of these are in the Chemistry Department, some are in other departments (such as Biology). GA's in the Chemistry Department must be in the M.A. (thesis) program. They are responsible for conducting undergraduate laboratory sections during the two regular semesters. Responsibilities of GA's assigned to other departments vary, depending on the level of the assistantship and department needs; and they may be in either the M.A. or M.S. program. A graduate assistant receives a stipend and is eligible for a tuition scholarship. Application for all assistantships must be made through The Graduate School by March 1. Contact The Graduate School for information about current stipend levels.

COURSE DESCRIPTIONS

Credits

CHEM 530.
Structural Organic Chemistry **3**
A discussion on an advanced level of the most important features of structural theory, such as stereochemistry aromaticity, resonance and modern methods of structural determination. Applications of Woodward-Hofmann theory are also discussed.

CHEM 531.
Mechanistic Organic Chemistry **3**
A consideration of the most important means of determining the detailed pathways of organic reactions. Substituent effects on rates of reactions are discussed. Mechanisms proceeding via polar, nonpolar and radical intermediates, including some biochemical reactions, are considered.

CHEM 532.
Theoretical Organic Chemistry **3**
(Prerequisite, CHEM 531) A study of methodology of determining the relationship of structure to reactivity, the mechanisms of important reaction types and the factors that can influence rates and pathways.

CHEM 533.
Heterocyclic Chemistry **3**
(Prerequisite, CHEM 531) An introductory survey of the structure and reactivity of important types of heterocyclic compounds.

CHEM 540.
Advanced Inorganic Chemistry **3**
Theoretical concepts and their application to the reactions and structure of inorganic compounds. Introduction to coordination chemistry. Coordination chemistry and related topics; physical methods, reaction mechanisms.

CHEM 541.
Bioinorganic Chemistry **3**
A study of the biological role of inorganic complexes and ions with particular attention paid to pumps and transport proteins, metalloenzymes, acid-base reactions, redox reactions dependent upon electron transfer, oxygen carriers, nitrogen fixation, and photochemically induced electron transfer.

CHEM 550.
Biochemical Structure and Function **3**
Survey of the structure and function of biological macromolecules including proteins, carbohydrates, lipids, and nucleic acids. Introduction to chemical aspects of molecular biology, including DNA replication, gene regulation and protein synthesis.

CHEM 551.
Biocatalysis and Metabolism **3**
A study of the metabolism of carbohydrates, lipids, proteins and nucleic acids. Introduction to enzyme kinetics and enzyme mechanisms.

CHEM 552.
Biochemical Genetics **3**
Chemical aspects of cell biology and genetics. Topics include an introduction to the theories of heredity, structure of DNA and RNA, DNA replication, prokaryotic and eukaryotic gene regulation, translation and DNA technology.

CHEM 553.
Enzymology **3**
A course on the chemical nature of enzymes with relation to mechanisms of enzyme action and kinetics. Purification and identification of enzymes and isozymes. Biochemical and physiological aspects of enzymes in living systems.

CHEM 554.
Biochemistry of Disease **3**
A molecular description of pathological conditions in humans. Emphasis is placed on the effects of various disease states on metabolism. Diagnostic techniques and therapeutic approaches are also discussed.

CHEM 555.
Chemical Toxicology **3**
The nature, mode of action and methods of counteracting substances which have an adverse effect on biological systems, especially human. Medical, industrial, environmental and forensic aspects will be discussed.

CHEM 556.
Clinical Quality Control **3**
A study of the design and operation of a quality control program in a clinical laboratory. The course will include all those actions necessary to provide adequate confidence that test results satisfy given requirements and standards. Such areas as statistics, patient preparation, specimen integrity, external proficiency control, internal quality control, analytical goals and laboratory management will be covered. (Enrollment limited to Clinical Chemistry majors.)

CHEM 560.
Introduction to Thermodynamics **3**
A review of the fundamentals of thermodynamics and kinetics.

CHEM 561.
Introduction to Quantum Chemistry **3**
An introduction to quantum theory, with applications in spectroscopy and statistical mechanics.

Chem 562.
Advanced Quantum Chemistry **3**
Quantum mechanics and quantum chemistry, including perturbational theory, variational theory and specific applications of molecular orbital theories to organic molecules. Spectroscopic applications.

CHEM 563.
Advanced Thermodynamics and Equilibrium **3**
A comprehensive treatment of thermodynamics, including electrochemistry, thermochemistry and chemical equilibrium. Some introduction to the concepts of statistical mechanics and their application to thermodynamics will also be given.

CHEM 564.
Polymer Chemistry **3**
Introduction to the physicochemical aspects of polymers; emphasis on structure, properties and application; thermodynamics of polymer solutions; statistical mechanical consideration of polymers, theories of rubber elasticity.

CHEM 564L.
Polymer Chemistry Laboratory **1.5**
(Pre or co-requisite, CHEM 564) Laboratory experiments investigate syntheses and characterization methods for polymers, structure-property effects, and thermal analysis of polymers. (Lab fee: $40/cr.)

CHEM 565.
Instrumental Electronics **3**
An introduction to analog and digital electronics and microcomputers involved in computer automated laboratory instrumentation, including programming and interfacing required for laboratory data acquisition and control.

CHEM 570.
Advanced Analytical Chemistry **3**
Theory, description, and application of modern analytical techniques with emphasis on spectroscopy, potentiometry chromatography, electrochemistry, and radiochemistry.

Chem 571.
Analytical Methods **3**
Laboratory practice with special and analytical apparatus and methods used for process and control, and for research. (Lab fee: $40/cr.)

CHEM 572.
Applied Spectroscopy **3**
The use of ultraviolet, visible spectroscopy, infrared spectroscopy, nuclear magnetic resonance spectroscopy and mass spectroscopy as tools for the identification of organic compounds. The course will include laboratory work using these instruments.

CHEM 573.
Electro-Analytic Chemistry **3**
Theory and application of potentiometry, polarography amperometry, coulometry, and other analytical methods.

CHEM 584.
Special Topics **Variable**
Current topics in chemistry, biochemistry or clinical chemistry offered by members of the Department.

CHEM 590.
Seminar **1**
Current topics in chemistry and biochemistry are prepared and presented by the students.

CHEM 599.
M.A. Thesis **2-6**

Donna M. Narsavage-Heald, Associate Professor of the Department of Chemistry

Software Engineering

Prof. Richard Plishka, Chair, Computing Sciences
Dr. Yaodong Bi, Director of Graduate Program
570-941-6108 • biy1@scranton.edu
http://www.cs.scranton.edu

Department faculty: Professor - John A. Beidler, C.D.P.; Associate Professors - Yaodong Bi, Dennis S. Martin, Robert McCloskey, Richard Plishka, James R. Sidbury, Charles E. Taylor, C.D.P.; Assistant Professor - Paul M. Jackowitz, C.D.P., C.C.P., .

Software engineering deals with the application of principles to the analysis, design, construction, and maintenance of computer software and its documentation. This master's degree program seeks to develop professionals who are knowledgeable about and skilled in the application of those principles. Software engineering is a relatively new field within the computing sciences, but one that is viewed as a crucial evolution as software proliferates and organizations become increasingly dependent on software both for routine operations and new developments.

The Master of Science in Software Engineering (MSSE) program requires 36 graduate credits, divided as follows:

Fundamentals - four courses, 12 credits:
SE 500, 501, 504, and 507

Advanced courses - six courses, 18 credits:
SE 510, 524, plus four elective courses

Thesis project - two courses, six credits:
SE 598, 599

Certain undergraduate background may be required, depending on the student's previous training. See Admission Requirements (item 4) below for a description of the required background for the program.

Yaodong Bi, Associate Professor of Computing Sciences and Director of the Software Engineering program.

ADMISSION REQUIREMENTS

The following are the normal admission requirements for the program. In making an admission decision, all of the information about an applicant will be viewed *in combination.* No single factor among those listed below will either qualify or disqualify an individual for admission to the program.

1. A bachelor's degree from an accredited institution with a minimum grade average of 3.0 (based on a scale of 4.0). Official transcripts of previous academic work must be submitted. A bachelor's degree in computer science is preferred, but not required. At least one year's experience in software development is highly desirable.

2. Scores from either the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE): General Test must be submitted. Information regarding when these tests are administered may be obtained from the Graduate Office. Generally the test must be taken no later than January in order to meet the March 1 application deadline.

3. Three letters of recommendation from professionals familiar with the software development work of the candidate. Letters from current and former professors who can comment on the candidate's technical expertise are acceptable.

4. Demonstrable knowledge equivalent to undergraduate courses in:
   a. Structured programming in a block structured language (Ada, Pascal, . . .).
   b. Operating systems.
   c. Discrete mathematics.
   d. Data structures.
   e. File Processing.

Students lacking such background but otherwise highly qualified for admission may be admitted on condition that certain undergraduate courses in the above areas be completed. If a student is lacking background in one or more of areas (a), (d), and (e) listed above, the student may be permitted to take SE 597 to fulfill the background requirement.

5. A TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test is required for international students whose native language is not English.

6. A one-or-two paragraph statement of objectives and expectations in enrolling in the program. This statement should be submitted along with the Application for Admission to the program.

7. Students will be admitted for entrance only in the fall term. (All application materials, as specified above, should be in the Graduate Office by March 1 preceding the fall term in which the student wishes to begin study.)

CAPSTONE EXPERIENCE

Each student is required to complete a thesis project; this is normally done during his/her last year in the program. A faculty member works with the student as the project advisor and at least one other faculty member must read and approve the student's thesis report. A thesis project normally involves the design and implementation of a software system and it requires the use of tools, techniques, and theory learned from previous courses. The student is required to defend his/her thesis publicly. Six credits are awarded for the thesis project via the two-semester course sequence SE 598 and SE 599.

COMBINED B.S./M.S. DEGREE PROGRAM

A Computer Science (CS) or Computer Information Systems (CIS) undergraduate student may apply for the Combined Baccalaureate (in CS or CIS)/Master's Degree in Software Engineering Program hosted by the Department of Computing Sciences. Qualified students would be able to earn both the baccalaureate and master's degrees, normally, in a total of five years of study. Interested undergraduate students should contact the Software Engineering Program Director during the first semester of their junior year of study.

COURSE DESCRIPTIONS

Credits

SE 500.
Mathematics for Software Engineering 3
(Prerequisite, admission to the program) This course introduces the student to software engineering and formal foundations. Terminology and definitions are introduced. Topics include an overview of software engineering, mathematical foundations of software engineering, set theory, predicate calculus, first and second order logic, temporal logic, finite state machines, etc.

SE 501.
Introduction to Software Development 3
(Prerequisite, admission to the program) Introduction to the programming environment that will be used throughout the entire program. Review of common data structures: stacks, queues, linked lists, etc. Introduction to other data structures: graphs, B-trees, etc.

SE 504.
Formal Methods and Models 3
(Prerequisite, SE 501) This course addresses issues concerning the production (and life) of quality software throughout the software life cycle; limitations of *verification and validation*; quality assurance; proof of correctness methods; technical reviews; testing.

SE 507.
Requirements Analysis and Software Specification 3
(Prerequisite, SE 500) Exploration of two interrelated subjects of software life-cycle-process; requirements and their specifications. Topics: Requirements analysis techniques, interview process, prototypes, types of requirements (functional, non-functional, reliability, quality, security, etc.), traceability, languages of specification (axiomatic, algebraic, finite state machine, abstract, operational, concurrency).

SE 510.
Principles and Applications of Software Design 3
(Prerequisite, SE 507) The design of large software systems is an important activity of the software engineer. Topics include: abstraction, information hiding, modularity. Object design methods, data abstraction methods, interactive enhancement, data flow, program design languages. Design verification, user interfaces, distributed systems, realtime systems, etc.

SE 515.
Software Generation and Maintenance 3
(Prerequisite, SE 501) Maintenance accounts for about 70% of the software system life cycle. Designing new *maintainable* software systems is as important as dealing with existing *non-maintainable* ones. Topics include: writing reusable software components, automatic code and application generators and their limitations, regression analysis, reverse engineering, etc.

SE 516.
Engineering of Software Systems 3
There is a parallel between hardware system engineering and software systems engineering. Several issues are relevant to both and in many cases they interact with each other. Topics include: system specification and design, interfaces with hardware and software systems, human interfaces, system integration, documentation, training, overall requirements, and requirements gathering.

SE 521.
Database Systems 3
(Prerequisite, SE 507) A study of database systems and their design and implementation. Topics include: security, query analysis and optimization, database systems requirements analysis, specification and implementation, etc.

SE 522.
Cost Collection and Analysis Metrics 3
(Prerequisite, SE 510) This course explores the concepts and theories of cost estimation and how they relate to all aspects of the software life cycle. What to measure and why. Where to measure and how. Relationship to risk analysis, project management, etc.

SE 524.
Software Project Management 3
(Prerequisite, SE 510) Software system development; project development; budget and human factors. Relationship between quality assurance, communication management and project documentation. Ethical and security issues.

SE 532.
Interactive and Time Critical Systems Design 3
(Prerequisites, SE 507 and 510) Real-time and embedded software systems development present a whole different set of variables to the software engineer. This course focuses on a number of design, development and maintenance techniques for this type of system. Topics include data acquisition and generation, system design strategies, testing constraints, verification, etc.

SE 533.
CASE Tools 3
(Prerequisite, SE 524) Study and use of several CASE tools. CASE tools integration, choosing the tools for a particular environment.

SE 592.
Directed Study Variable 1-3

SE 597.
Computer Science Fundamentals 3
(Prerequisite, admission to the program) This is a special topics course taught in the summers only. Potential students with good software development experience but who may otherwise lack background in the newer trends in software engineering are required to take this course. Topics include an introduction to top-down and object-oriented design, information hiding, introduction to the programming language Ada, and mathematical formalisms as an integral part of software development. (This course does not count toward the 36 credits required for the degree.)

SE 598.
Project Analysis & Design 3

SE 599.
Project Implementation and Evaluation 3
(Prerequisite, having passed all required courses) SE 598 and 599 is a two-semester sequence in which students are expected to undertake a software thesis project which requires the use of tools, techniques and theory learned from previous courses. It will be strongly recommended that thesis projects be developed in teams.

Physical Therapy

Dr. Edmund M. Kosmahl, Chair, Physical Therapy
570-941-7499
http://www.scranton.edu

Department faculty: Professors - Edmund M. Kosmahl, Gary E. Mattingly; Associate Professor - John P. Sanko; Assistant Professor - Renee M. Hakim; Lecturer - Peter M. Leininger; Instructor - Marybeth Grant-Beuttler.

The University offers a Master of Physical Therapy (MPT) degree program. Students begin this program as freshmen, proceed through five years of study, and receive the MPT degree upon completion of graduate requirements. Students are expected to maintain a 2.5 GPA for each semester of their freshman year, 2.75 GPA for each semester of their sophomore year, 2.85 cumulative GPA for their junior year, and a 3.0 cumulative GPA for their senior year. Students maintaining this expectation are admitted to the graduate program in their fifth year and are expected to achieve a minimum 3.0 GPA for the fall term of their graduate year. No new students are admitted to the program in this fifth year.

During a Physical Therapy student's matriculation through the five-year MPT program, there are three segments composing the capstone experience: in the fifth year, a comprehensive examination (fall term), student research projects (fall term) and the final clinical internship (spring term). All three segments provide the student with a comprehensive experience that draws upon all course work completed.

Since students are admitted to the physical therapy program as freshmen and the majority of their course work is taken while they are undergraduates, the Physical Therapy program is described in The University of Scranton's undergraduate catalog rather than in this graduate catalog. Inquiries about admission to the MPT program should be directed to the undergraduate Admissions Office: 570-941-7540.

The Graduate School staff with Physical Therapy students at graduate student orientation.

Theology

Dr. Brigid Curtin Frein, Chair, Theology/Religious Studies
Dr. Charles R. Pinches, Director of Graduate Program
570-941-4302 • pinchesc1@scranton.edu
http://www.scranton.edu

Department faculty: Professors - J. Brian Benestad, M. Jane Kopas, O.S.F., Susan Fournier Mathews, Charles R. Pinches, Richard W. Rousseau, S.J., E. Springs Steele; Associate Professors - John Begley, S.J., Stephen J. Casey, Mary Anne Foley, C.N.D., Brigid Curtin Frein, Thomas F. Sable, S.J.; Assistant Professors - Scott Bader-Saye, Maria Poggi Johnson, Marc B. Shapiro.

The Master of Arts program in theology is designed to provide for serious academic study of theological topics, both historical and contemporary. The program assumes that students have a reasonable foundation in theological study and the humanities, as described below, as well as an aptitude and interest for more advanced study. The program should be of interest to clergy and religious, to teachers, and to lay persons of any denominational background.

ADMISSION REQUIREMENTS

Applicants must possess a baccalaureate degree from an accredited institution and have a solid background in the humanities. Such a background would almost certainly be assured with at least nine credits in philosophy and 15 credits in theology/religious studies. However, other combinations of credits may be satisfactory. Students who lack the necessary undergraduate preparation but otherwise show promise of success in the program may be provisionally accepted, contingent on completion of certain undergraduate courses. An undergraduate GPA of at least 2.75 (4.00 scale) is expected. Scores from standardized graduate admissions tests are not uniformly required but may be requested in certain cases. For the normal Graduate School practices in processing and classifying applications, see pages 11-16 of this catalog.

Charles R. Pinches, Professor of Theology and Director of the Graduate Program in Theology.

PROGRAM REQUIREMENTS

The Master of Arts in theology requires completion of thirty credits of graduate study.

Core requirements. The following five courses are required of all students:

Old Testament Exegesis T/RS 500

New Testament Exegesis T/RS 501

Moral Theology: One of the following T/RS 540, 541, 542, 543

Systematic Theology: One of the following T/RS 535, 552, 553, 554 or a special-topics course in a systematic area.

History: One of the following T/RS 521, 536, 537 or a special-topics course in a systematic area

Electives. Students take 15 elective credits. In the thesis option, nine credits are taken in courses and six credits are devoted to the thesis. In the non-thesis option, all 15 credits are taken in courses. Selection of courses for the elective part of the program should be made in consultation with a faculty mentor. By judicious selection of courses, students may form a concentration in such areas as Eastern Christian Studies, Scripture, or other areas.

Capstone Experience: As a final requirement, all students must complete a capstone experience prior to graduation. To fulfill this capstone requirement, the student may select a thesis or non-thesis option.

Under the *thesis* option, after having completed 24 hours of course work the student devotes his or her final six hours to the thesis. The thesis will constitute the student's capstone experience in the program. It should be a critical study consisting of no less than 12,000 words, completed under the direction of a faculty mentor. Upon approval of the thesis by the faculty mentor and other designated thesis readers, the student will defend the thesis at a public oral defense.

Under the *non-thesis* option, the student completes all of the required 30 hours of course work. In his or her last semester, or subsequently, the student takes a comprehensive examination, which serves as a capstone experience. The examination is a three-hour written examination testing the student's comprehensive understanding of the theology he or she has studied.

COURSE DESCRIPTIONS

Credits

T/RS 500.
Old Testament Exegesis 3
An introduction to the primary methods and problems of Old Testament interpretation focusing on the contents, historical background and theological import of major passages. Among the specific topics studied will be source, form and redaction criticism as well as more recent approaches to the text, such as structuralist exegesis, narrative and feminist criticisms.

T/RS 501.
New Testament Exegesis 3
An introduction to the primary methods and problems of New Testament interpretation focusing on the contents, historical background and theological import of major passages. Among the specific topics studied will be form and redaction criticism along with recent critical approaches to the text such as structuralist exegesis, narrative and feminist criticisms.

T/RS 516.
Theology of John 3
This course is designed to introduce the student to the Johannine corpus, especially the Gospel of John. Theological, literary, and historical characteristics will be emphasized in the examination of key narratives. Knowledge of New Testament Greek is encouraged, but not necessary.

T/RS 521.
The Church from Medieval to Modern Times 3
A survey of the development of Christian life and thought from the Middle Ages through the Renaissance, Reformation, development of the New World, the industrial revolution and the 20th century.

T/RS 524.
Jews and Christians 3
Through close attention to ancient and contemporary texts, this course examines the basis of Christian anti-Judaism and explores post-Vatican II efforts to move beyond polemic to dialogue. Drawing on both Jewish and Christian sources, students will investigate the common theological roots and shared understandings of both traditions.

T/RS 525.
Roman Catholicism Today 3
An overview of four significant areas of contemporary Roman Catholicism: its historical side, world view, ritual and ethics, and contemporary trends.

T/RS 530.
Central Issues in the Philosophy of Religion 3
A study of such central problems in the philosophy of religion as the problem of evil, the meaning of religious language and the question of the self.

T/RS 531.
Narrative Theology 3
A study of the contemporary development of narrative as an essential element of interpretation of biblical and systematic theology.

T/RS 535.
The Sacraments of Initiation 3
After an overview of recent developments in sacramental and liturgical theology the course will focus upon the rites of the sacraments of initiation. The scriptural, liturgical and patristic sources will be read as the basis of new sacramental models.

T/RS 536.
Three Councils of the Church that Shaped History 3
An examination of the background, history, ideas and influence of the Councils of Trent, Vatican I and Vatican II, using texts from the Councils themselves.

T/RS 537.
Great American Catholic Thinkers 3
A study of the life and ideas developed from selections from Bishop England, Orestes Brownson, Bishop Spalding, Isaac Hecker, Bishop Hughes, Msgr. John Ryan, Archbishop Ireland, Dorothy Day, Dom Virgil Michel and John Courtney Murray, S.J.

T/RS 540.
Sources of Christian Moral Thought 3
An examination of the intellectual foundations of moral thought in Western Christianity and their continued effects and representations in contemporary ethics and theology. Among sources examined will be Aristotle, Augustine, Aquinas, Kant, Mill, Nietzsche, H.R. Niebuhr and other contemporary theologians.

T/RS 541.
The Development of Catholic Moral Theology **3**
A study of the history and development of Catholic moral theology beginning with Aquinas through manualism to the contemporary scene. It will include American moral thinking such as proportionalism in relation to Papal teaching and Protestant ethics. Readings will be drawn from Aquinas, J.C. Murray, Leo XIII, John Paul II, C. Curran and others.

T/RS 542.
Readings in Moral Theology **3**
An exploration, based on a wide variety of reading from patristic, medieval and contemporary sources, of some typical themes of fundamental moral theology as well as analysis of the actual place of virtue in Catholic moral theology.

T/RS 543.
Catholic Social Thought **3**
A study of the origins and principles of Catholic teachings on the political and social order. Reading will be drawn from Augustine, Thomas Aquinas, Thomas More, papal encyclicals from Rerum Novarum through Centesimus Annus, Vatican Council II, and selected contemporary scholars writing on liberalism, public morality, law and religion.

T/RS 544.
Liturgical and Sacramental Development **3**
An overview of the liturgical, sacramental and theological development in the Church through various eras of her history.

T/RS 550.
Christology **3**
This course will examine major theological issues surrounding the person and work of Jesus Christ and their implications for Christian living. The course will analyze the biblical witness, the classical Christological controversies, the quest for the historical Jesus, and selected contemporary approaches to Christology.

T/RS 552.
Eastern Christian Spirituality **3**
A study of the meaning of the spiritual life for Eastern Christian writers with particular emphasis on Athanasius, Gregory of Nyssa and Gregory Palamas. Themes such as prayer, image and likeness with God, discernment of spirits, hesychasm and iconography will be discussed.

T/RS 553.
Theology of the Byzantine Churches **3**
Beginning with a survey of the main developments of Byzantine theology, this course examines the important contributions of Eastern Christian thinkers in shaping the patristic heritage of the Church. It then examines characteristics of Byzantine theology in contemporary attempts to articulate our life in Christ.

T/RS 554.
The Trinity in Early Christian History **3**
An in-depth analysis of the hellenization process of Christian theology through a study of the influences of Platonic, Gnostic, and Plotinian thought structures on the development of such key Christian concepts as person, substance, nature, relation in the Holy Trinity, creation theology and christology. There will be a particular emphasis on the thought of Athanasius, Basil the Great, Gregory of Nyssa, Augustine, Maximos, and Gregory of Palamas.

T/RS 584.
Special Topics **3**
Selected topics of current interest offered on a variable schedule.

T/RS 599.
Theology: Thesis **3-6**

Nursing

Dr. Patricia Harrington, Chair, Nursing
570-941-7673
http://www.scranton.edu

Department Faculty: Professors - Patricia A. Bailey, R.N., Dona Carpenter, R.N.;Margarete Lieb Zalon, R.N.,C.S.; Associate Professors - Marian Farrell, R.N., Rosellen S. Garrett, CRNP, Mary Jane S. Hanson, CRNP, Patricia Harrington, R.N., Sharon Hudacek, R.N., Marjorie Maddox, CRNP, Mary E. Muscari, CRNP; Assistant Professors - Linda Desmond, R.N., Mary Jane Di Mattio, R.N., Roberta McHale, R.N.

The Department offers course work leading to a Master of Science degree in Nursing with specialization in either the Family Nurse Practitioner (FNP) program, Adult Health (AH) program, or Nurse Anesthesia (NA) program. The Department also offers a Master of Science Degree in Nursing program for nurses who hold advanced practice certification as either certified registered nurse practitioners (CRNPs), certified registered nurse anesthetists (CRNAs), or certified nurse midwives (CNMs). In addition, a post-master's certificate option is also available for registered nurses (RNs) who already have a master's degree in nursing from a Commission on Collegiate Nursing Education (CCNE) or National League for Nursing Accrediting Commission (NLNAC) accredited program, and who wish to become Family Nurse Practitioners or Nurse Anesthetists.

PROGRAM OBJECTIVES

Upon completion of the graduate program, the advanced practice nurse will be able to: 1. Evaluate issues relative to advanced practice nursing consistent with personal and societal values and beliefs; 2. Engage in advanced practice nursing in accordance with specific specialty standards of practice; 3. Critically evaluate theoretical principles from nursing and other disciplines for their contribution to advanced practice nursing; 4. Demonstrate mastery of knowledge and skills in a specialized area of advanced practice nursing; 5. Initiate collaborative relationships with other health care professionals to mobilize resources and facilitate quality patient care; 6. Provide quality health care for selected populations consistent with advanced practice nursing preparation and ethical/legal principles; 7. Demonstrate the ability to communicate ideas both in written and oral forms in an articulate and scholarly manner; 8. Examine critically problems relevant to advanced practice nursing and participate in research; 9. Formulate and implement plans for continuous professional development and service to others; 10. Apply leadership skills to advanced practice nursing.

PROGRAM OF STUDY

The graduate nursing program is comprised of seven core courses that cover advanced pathophysiology, advanced pharmacology, advanced clinical assessment, issues in advanced practice nursing, research methodology, theory and research application, and nursing ethics. These core courses provide the foundation for graduate nursing study and subsequent practice. In addition, each student is required to take all of the advanced practice specialty courses in the selected program of study. The specialty courses are listed under each program heading.

ADMISSION REQUIREMENTS

An applicant for the *degree program* must possess a baccalaureate degree in nursing from a NLNAC or CCNE accredited program; have an undergraduate GPA of at least 3.0 or other evidence of ability to complete successfully a graduate program such as grades in other post-baccalaureate courses, scores from national graduate school entrance examinations, or a record of progressively higher work experiences; and be licensed as a registered nurse in the state of Pennsylvania. The applicant should have a minimum of one year direct clinical nursing practice and have satisfactorily completed undergraduate or equivalent approved courses in basic physical assessment and statistics. The applicant must submit three professional references and a 300-word essay identifying career goals, demonstrating communication and writing skills. A personal interview with the program director or a faculty member to clarify goals and objectives is required.

Applicants for the *certificate program* must possess a master's degree in nursing from a NLNAC or CCNE accredited program. Additionally, they must comply with the same admission requirements as for the degree program (except for the essay) as listed above.

Students may begin course work in either the fall or spring semester. Applicants must be accepted to The Graduate School before starting classes.

THESIS OPTION

Candidates for a Master of Science Degree in Nursing may opt to do a thesis. Students in the FNP, AH, and post-advanced practice certificate master's programs would take NURS 599 for five credits in the place of NURS 583, Independent Study, and a free elective. Students in the NA program who wish to pursue the thesis option should consult with the program director. Those who opt to do a thesis are governed by The University of Scranton graduate thesis policy.

ACADEMIC REGULATIONS

Graduate nursing students are expected to conform to the regulations stated in both The University of Scranton Graduate Catalog and the Department of Nursing Graduate Student Handbook.

Students must receive a grade of Satisfactory in the clinical practicum courses. The grade is based upon both faculty and preceptor evaluations of the student's ability to meet course objectives and demonstrate safe advanced clinical nursing practice. A grade of Unsatisfactory will result in the failure of the practicum and may result in a recommendation for dismissal from the program.

SCHEDULING

The AH and FNP programs can be completed in two years of full-time study or three to five years of part-time study, depending upon when the student enters the program. The post-advanced practice certificate master's degree program can be completed in two years of part-time study. Students are accepted for fall and spring semesters. Core graduate courses are offered every year. The specialty courses are on a two-year rotation and are offered every other year, with the rotation beginning in fall of odd years for the FNP program, and in the fall of even years for the AH program.

Graduate courses for the AH and FNP programs are usually offered Tuesday and Thursday evenings. Each course meets one night per week in the fall and spring semesters. Full-time students attend classes two nights per week; part-time students usually attend classes one night per week. Clinical practicum hours are arranged on the basis of preceptor availability.

CAPSTONE EXPERIENCE

All graduate nursing students are expected to complete successfully a comprehensive examination as their capstone experience and part of their graduation requirements.

ACCREDITATION

The graduate nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC is a resource for information regarding tuition, fees and length of accredited nursing programs. Requests for information should be directed to:

National League for Nursing Accrediting Commission
350 Hudson Street
New York, NY 10014
(212) 989-9393

COMBINED B.S./M.S. DEGREE PROGRAM

A combined Baccalaureate and Master's Degree Program is available for registered nurses with an associate degree or diploma in nursing from a NLNAC accredited program. This option is designed for registered nurses who do not have a baccalaureate degree but wish to pursue specialty preparation at the master's level in either the Family Nurse Practitioner, Adult Health, or Post-advanced Practice Certificate master's program. With the combined program 12 graduate credits satisfy 12 undergraduate credit requirements. Specifically, the undergraduate NURS 483, Independent Study (three credits) requirement may be satisfied by graduate NURS 510, Advanced Pathophysiology (three credits); the undergraduate NURS 493, Nursing Research (three credits) requirement may be satisfied by graduate NURS 593, Research Methodology (three credits); and the undergraduate NURS 490, Synthesis of Nursing Concepts (six credits) requirement may be satisfied by **both** graduate NURS 591, Issues in Advanced Nursing Practice (three credits) and graduate NURS 595, Nursing Ethics (three credits).

The application process for the combined program involves two phases. Initial application (Phase 1) is filed through The Dexter Hanley College. Upon completion of 96 undergraduate credit hours – including NURS 241 and NURS 242, and a minimum GPA at The University of Scranton of 3.3 – the student may proceed with Phase 2 of the application process which involves completion of the application for graduate admission to The University of Scranton Graduate School accompanied by the Combined Baccalaureate and Master's Degree Program form (refer to page 11). Upon acceptance into the combined program, all policies and procedures of The Graduate School apply. Applicants are accepted in the fall and spring of each year.

FAMILY NURSE PRACTITIONER

Dr. Mary Jane S. Hanson, Director of Graduate Program
570-941-4060
hansonm2@scranton.edu

The Family Nurse Practitioner (FNP) Program prepares registered nurses to assess, diagnose, and treat common episodic and chronic disorders, and to provide health-promotion and disease-prevention interventions and counseling. The use of clinical decision-making and diagnostic reasoning skills is emphasized. The graduate will be prepared to provide direct patient care to individuals across the life span in primary care settings.

Graduates of the program will be eligible for certification as an FNP in Pennsylvania through the Pennsylvania State Board of Nursing and nationally through both the American Nurses Credentialing Center and American Academy of Nurse Practitioners.

CURRICULUM

The FNP program is offered as a 46-credit master's degree for baccalaureate-prepared-nurses, and as a 27-credit post master's certificate program for nurses already holding a nursing master's degree. In addition, NURS 583, Independent Study, may be utilized to perform a research project, to enhance an area of primary practice, or to take an elective that will broaden the student's knowledge base.

Each student is required to complete a clinical practicum. The practicum (NURS 542, 552, 562, 572) is taken over four semesters. Students are expected to obtain a practitioner(s) who will serve as preceptor(s) for the clinical practicum in the FNP program. The preceptor must be a certified registered nurse practitioner or a licensed physician in family or adult primary health care. Additional clinical preceptorships may be arranged to meet the needs of the individual student. Each credit of clinical equals eight hours per week so that total clinical practicum time is 840 hours for the FNP program.

Mary Jane Hanson, Associate Professor and Director of the Graduate Program in Nursing.

FAMILY NURSE PRACTITIONER PROGRAM

Two-Year Full-Time Program

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3
NURS 530	Advanced Clinical Assessment	3
NURS 541	Family Health Promotion	2
NURS 542	Family Clinical Practicum I	1
Spring		
NURS 551	Health Problems in Developing Family	3
NURS 552	Family Clinical Practicum II	2
NURS 591	Issues in Advanced Practice Nursing	3
NURS 595	Nursing Ethics	3
Second Year		
Fall		
NURS 561	Health Problems in Established Family	3
NURS 562	Family Clinical Practicum III	2
NURS 590	Rural Health (Variable 2-3 cr.)	2
NURS 593	Research Methodology	3
Spring		
NURS 571	Family Health Synthesis	3
NURS 572	Family Clinical Practicum IV	2
NURS 583	Independent Study (Variable to 6 cr.)	2
NURS 594	Theory and Research Application	3
Free Elective		3
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Four-Year Part-Time Program

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3
Spring		
NURS 591	Issues in Advanced Practice Nursing	3
NURS 595	Nursing Ethics	3
Second Year		
Fall		
NURS 590	Rural Health (Variable 2-3 cr.)	2
NURS 593	Research Methodology	3
Spring		
NURS 594	Theory and Research Application	3
Free Elective		3
Third Year		
Fall		
NURS 530	Advanced Clinical Assessment	3
NURS 541	Family Health Promotion	2
NURS 542	Family Clinical Practicum I	1

Spring		
NURS 551	Health Problems in Developing Family	3
NURS 552	Family Clinical Practicum II	2
Fourth Year		
Fall		
NURS 561	Health Problems in Established Family	3
NURS 562	Family Clinical Practicum III	2
Spring		
NURS 571	Family Health Synthesis	3
NURS 572	Family Clinical Practicum IV	2
NURS 583	Independent Study (Variable to 6 cr.)	2
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FNP CERTIFICATE ONLY

Two-Year Full-Time Program

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3
NURS 530	Advanced Clinical Assessment	3
NURS 541	Family Health Promotion	2
NURS 542	Family Clinical Practicum I	1
Spring		
NURS 551	Health Problems in Developing Family	3
NURS 552	Family Clinical Practicum II	2
Second Year		
Fall		
NURS 561	Health Problems in Established Family	3
NURS 562	Family Clinical Practicum III	2
Spring		
NURS 571	Family Health Synthesis	3
NURS 572	Family Clinical Practicum IV	2
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Students wishing to complete a certificate on a part-time basis should meet with the program director.

ADULT HEALTH

Dr. Mary Jane S. Hanson, Director of Graduate Program
570-941-4060
hansonm2@scranton.edu

The Adult Health (AH) Program prepares registered nurses to develop advanced competencies in nursing practice and strategies for improving the quality of patient care. The curriculum emphasizes the development of adult health nursing clinical expertise based on an in-depth understanding of nursing practice and theory. In addition, students are introduced to a variety of patient care models, including case management. The graduate will be prepared to assume leadership/management roles in adult health nursing practice.

Graduates of the program will be eligible for national certification as clinical specialists through the American Nurses Credentialing Center.

CURRICULUM

The AH program is offered as a 42-credit master's degree for baccalaureate prepared nurses. In addition, NURS 583, Independent Study, may be utilized to perform a research project, to enhance an area of primary practice, or to take an elective that will broaden the student's knowledge base.

Each student is required to complete a clinical practicum. The practicum (NURS 564, 574, 584) is taken over three semesters. Students are expected to obtain a practitioner(s) who will serve as preceptor(s) for clinical practicums in the AH program. The preceptor(s) must be a master's-prepared nurse or a licensed physician. Additional clinical preceptorships may be arranged to meet the needs of the individual student. Each credit of clinical equals eight hours per week so that total clinical practicum time is 392 hours for the AH program.

ADULT HEALTH PROGRAM

Two-Year Full-Time Program

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3
NURS 530	Advanced Clinical Assessment	3
NURS 553	Case Management	3
Spring		
NURS 563	Advanced Theory Adult Health Nursing I	3
NURS 564	Advanced Applications/Adult Health I	1
NURS 591	Issues in Advanced Practice Nursing	3
NURS 595	Nursing Ethics	3
Second Year		
Fall		
NURS 573	Advanced Theory Adult Health Nursing II	3
NURS 574	Advanced Applications/Adult Health II	1
NURS 593	Research Methodology	3
Free Elective		3

Spring		
NURS 583	Independent Study (Variable to 6 cr.)	3
NURS 584	Case Management Clinical Practicum	1
NURS 594	Theory and Research Application	3
Free Elective		3
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Four-Year Part-Time Program

Course		Credits
First Year		
Fall		
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Pharmacology	3
Spring		
NURS 591	Issues in Advanced Practice Nursing	3
NURS 595	Nursing Ethics	3
Second Year		
Fall		
NURS 593	Research Methodology	3
Free Elective		3
Spring		
NURS 594	Theory and Research Application	3
Free Elective		3
Third Year		
Fall		
NURS 530	Advanced Clinical Assessment	3
NURS 553	Case Management	3
Spring		
NURS 563	Advanced Theory Adult Health Nursing I	3
NURS 564	Advanced Applications/Adult Health I	1
Fourth Year		
Fall		
NURS 573	Advanced Theory Adult Health Nursing II	3
NURS 574	Advanced Applications/Adult Health II	1
Spring		
NURS 583	Independent Study (Variable to 6 cr.)	3
NURS 584	Case Management Clinical Practicum	1
		42

NURSE ANESTHESIA

Dr. Mary Jane S. Hanson, Director of Graduate Program
570-941-4060
hansonm2@scranton.edu
Eileen Evanina, Associate Director of Nurse Anesthesia Program
570-552-1867
eevanina@wvhcs.org

The Nurse Anesthesia (NA) program prepares registered nurses to function in the role of Certified Registered Nurse Anesthetists (CRNA). Upon completion of the program the graduate will be prepared to administer all types of anesthesia to diverse populations in a variety of clinical settings.

Graduates of the program will be eligible for national certification as a CRNA through the American Association of Nurse Anesthetists.

CURRICULUM

The 60-credit NA master's degree program is offered through an affiliation between The University of Scranton and the Wyoming Valley Health Care System - Hospital School of Nurse Anesthesia. Students take 21 University of Scranton core course credits and 39 School of Nurse Anesthesia specialty credits (21 clinical practicum credits and 18 theory/lecture credits). The 39 School of Nurse Anesthesia credits are transferred to the University for transcripting and applied to the Master of Science Degree in Nursing. Transfer credits are not calculated in the required cumulative GPA.

The NA program is also offered as a 48-credit post-master's certificate for nurses already holding a nursing master's degree. These students take nine University of Scranton core course credits and 39 School of Nurse Anesthesia specialty credits.

The student must maintain and complete all University of Scranton course work with a GPA of 3.0. The School of Nurse Anesthesia will determine clinical competency of the student at all clinical sites.

ACCREDITATION

The program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

ADMISSION REQUIREMENTS

In addition to the requirements previously listed for graduate study in nursing, nurse anesthesia applicants must also have one year of critical care nursing experience, current Advanced Cardiac Life Support (ACLS) certification, and have completed two courses in college chemistry.

The deadline for applications is November 1 of the year prior to expected enrollment.

SCHEDULING

The program can be completed in 25 months of full-time study. There is no part-time option. Students are accepted for the fall semester, with classes beginning the first week of August. Most classes and clinical practicums are scheduled during the day. However, evening classes and clinicals are also required.

TUITION/FEES

Nurse Anesthesia students pay University of Scranton tuition for the 21 University of Scranton credits. There is no University tuition, nor is there any fee for transfer for the 39 credits taken at the School of Nurse Anesthesia. The School of Nurse Anesthesia has the option of applying its own tuition/fee structure to these credits. Students should inquire at the admission interview.

NURSE ANESTHESIA PROGRAM

25-Month Full Time Program

The University of Scranton Courses

Course		Credits
NURS 517*	Pharmacology of Nurse Administered Anesthesia I	4
NURS 522*	Physiology and Health Assessment of Nurse Administered Anesthesia I	5
NURS 591	Issues in Advanced Practice Nursing	3
NURS 593	Research Methodology	3
NURS 594	Theory and Research Applications	3
NURS 595	Nursing Ethics	3
		21

*Core courses required in post-master's certificate option.

Hospital School of Nurse Anesthesia Courses

Course	Credits
Basic Principles of Nurse Administered Anesthesia	3
Advanced Principles of Nurse Administered Anesthesia I	1
Advanced Principles of Nurse Administered Anesthesia II	3
Advanced Principles of Nurse Administered Anesthesia III	1
Physics of Nurse Administered Anesthesia	1
Chemistry of Nurse Administered Anesthesia	2
Pharmacology of Nurse Administered Anesthesia II	1
Pharmacology of Nurse Administered Anesthesia III	1
Introduction to Physiology and Health Assessment of Nurse Administered Anesthesia	1
Physiology and Health Assessment of Nurse Administered Anesthesia II	3
Physiology and Health Assessment of Nurse Administered Anesthesia III	1
Clinical Practicum	21
	39

MASTER OF SCIENCE DEGREE FOR CERTIFIED ADVANCED PRACTICE NURSES

Dr. Mary Jane S. Hanson, Director of Graduate Program
570-941-4060
hansonm2@scranton.edu

The Master of Science Degree for Certified Advanced Practice Nurses program provides a course of study that will enable certified registered nurse practitioners (CRNPs), certified registered nurse anesthetists (CRNAs), and certified nurse midwives (CNMs) to complete a Master of Science Degree in Nursing. The program will allow certificate prepared advanced practice nurses to acquire a theoretical perspective important for advanced practice nursing. The curriculum builds on the student's previous clinically-focused education and work experience.

CURRICULUM

The post-advanced practice certificate master's program is offered as a 42-credit master's degree for baccalaureate prepared nurses. The program requires 21 credits of course work at the University and will award 21 validation credits for previous advanced practice nursing preparation from an accredited certificate program. All University course work is didactic. There are no additional clinical requirements.

ADMISSION REQUIREMENTS

In addition to the requirements previously listed for graduate study in nursing, post-advanced practice certificate master's program students must hold current certification as an advanced practice nurse - either CRNP, CNM, or CRNA - and have practiced at least 1000 hours in the advanced practice role within the previous five years.

A combined Baccalaureate and Master's Degree Program is available for registered nurses with an associate degree or diploma in nursing from an NLNAC accredited program and advanced practice certification. Applicants should consult the Program Director.

POST-ADVANCED PRACTICE CERTIFICATE MASTER'S PROGRAM

Two-Year Part-Time Program

Course		Credits
First Year		
Fall		
Nurs 593	Research Methodology	3
Free Elective		3
Spring		
Nurs 591	Issues in Advanced Practice Nursing	3
Nurs 594	Theory and Research Applications	3
Second Year		
Fall		
Nurs 596	Clinical Application of Advanced Practice Concepts	3
Nurs 583	Independent Study (Variable to 6 cr.)	3
Spring		
Nurs 595	Nursing Ethics	3
The University of Scranton Credits		21
Validation Credits		21
		42

COURSE DESCRIPTIONS

Credits

NURS 505.
Health Writing for Publication **3**
This course enables students to enhance their writing skills by utilizing effective writing principles, and by synthesizing and critiquing relevant research as these principles relate to health issues. Students select one topic to develop from idea to final manuscript for both a professional journal and a consumer newspaper/magazine.

NURS 507.
End-of-Life Care **3**
This course focuses on ways to enhance end-of-life care for patients, families and care givers. The biological, psychosocial and spiritual responses to dying are explored from a variety of aspects including diverse cultural backgrounds. Structure of various health care systems and implications for care givers and clients are stressed. Guest lectures from experts in the field are included.

NURS 510.
Advanced Pathophysiology **3**
Utilizing principles from anatomy and physiology, this lecture course presents the pathophysiology underlying common disease entities across the life span, including their associated signs and symptoms and their appropriate laboratory data.

NURS 511.
Epidemiology and Methods of Prevention **3**
This course is designed for graduate students desiring to utilize prevention strategies within advanced practice role in acute care, chronic care, and community settings. The course explores the interrelationships of epidemiology, biostatistics, and public health promotion through primary, secondary, and tertiary prevention. Ethical and professional problems encountered in using epidemiology are critically examined. (Elective course)

NURS 517.
Pharmacology of Nurse Administered Anesthesia I **4**
Lecture focuses on general pharmacologic principles of both intravenous and inhalational agents. Pharmacokinetics and pharmacodynamics of barbiturates, benzodiazepines, intravenous non-narcotic, narcotic, inhalational, and neurolept anesthetic agents are analyzed and applied to principles of anesthesia practice. Anesthetic implications and contraindications are examined. Clinical practice is concurrent with didactic learning.

NURS 520.
Advanced Pharmacology **3**
Lectures focus on the principles of drug therapy, mechanisms of action, side effects, drug interactions, general concepts in the selection of pharmaceutical agents, and prescriptive authority.

NURS 522.
Physiology and Health Assessment of Nurse Administered Anesthesia I **5**
Lecture focuses on the complex relationship between anesthesia and pathophysiology of the respiratory, cardiovascular, and peripheral vascular systems. Physiologic monitoring is examined and related to specific anesthetic agents and pathologic conditions found in anesthesia. Health assessment of the three systems will be performed. Clinical practice is concurrent with didactic learning.

NURS 530.
Advanced Clinical Assessment **3**
Lecture and laboratory provide theory and skills needed to obtain compressive histories and to perform comprehensive physical examinations on clients throughout the life span. Course includes two hours per week lecture, and four hours per week on-campus laboratory.

NURS 541.
Family Health Promotion **2**
(Pre- or co-requisites, NURS 510, 520 and 530; co-requisite, NURS 542) This lecture provides an introduction to primary health care by discussing concepts and theories related to family process development, health promotion, sociocultural aspects, and common health deviations across the life span. (Offered in fall semester odd years.)

NURS 542.
Family Clinical Practicum I **1**
(Pre- or co-requisites, NURS 510, 520 and 530; co-requisite, NURS 541) Clinical application of principles discussed in family health promotion as well as advanced clinical assessment for clients across the life span. Students will be precepted at clinical sites during the last half of the semester. (98 hours of clinical lab, which are taken during the last seven weeks of the semester, plus one hour per week seminar.) (Offered in fall semester odd years.)

NURS 551.
Health Problems in the Developing Family **3**
(Prerequisites, NURS 541 and 542; co-requisite, NURS 552) Lecture focuses on the epidemiology, differential diagnoses and management of acute and chronic health problems and illnesses of the developing family. (Offered in spring semester even years.)

NURS 552.
Family Clinical Practicum II **2**
(Prerequisites, NURS 542 and a final grade of B or higher in both NURS 530 and NURS 541; co-requisite, NURS 551) Clinical application of theoretical principles presented in health problems of the developing family. Students will be in a variety of clinical settings that provide opportunities to work with clients in these stages of the life span. (16 hours of clinical lab per week, which includes two hours per week seminar.) (Offered in spring semester even years.)

NURS 553.
Theoretical Foundations of Case Management **3**
(Pre- or co-requisites, NURS 510, 520 and 530) Lecture focuses on the development and use of case management as an effective healthcare delivery system. The following components of case management are explored: selection of case types; review of literature related to selected case types; audits; case management plans, and critical paths. Effective marketing strategies and communication skills are also presented. (Offered in fall semester even years.)

NURS 561.
Health Problems in the Established Family **3**
(Prerequisites, NURS 551 and 552; co-requisite, NURS 562) Lecture focuses on the epidemiology, differential diagnoses and management of acute and chronic health problems and illnesses of the established family. (Offered in fall semester even years.)

NURS 562.
Family Clinical Practicum III **2**
(Prerequisites, NURS 552 and a final grade of B or higher in NURS 551; co-requisite, NURS 561) Clinical application of theoretical principles presented in health problems of the established family. Students will be in a variety of clinical settings that provide opportunities to work with clients in these stages of the life span. (16 hours of clinical lab per week, which includes two hours per week seminar.) (Offered in fall semester even years.)

NURS 563.
Advanced Theory of Adult Health Nursing I **3**
(Prerequisite, NURS 553; co-requisite, NURS 564) Theoretical concepts focus on the care of acutely ill adults. Role development focuses on the advanced practice nurse as clinical specialist, educator and leader in the care of acutely ill adults. Processes of interdisciplinary collaboration, decision-making and assessment of client and family emotional needs are emphasized. (Offered in spring semester odd years.)

NURS 564.
Advanced Applications of Adult Health Nursing I **1**
(Prerequisite, NURS 553; co-requisite, NURS 563) Clinical practicum is designed to facilitate the development of advanced assessment skills and clinical expertise in caring for a specific acutely ill adult population. (Eight hours of clinical lab per week, which includes 1 hour per week seminar.) (Offered in spring semester odd years.)

NURS 571.
Family Health Synthesis **3**
(Prerequisites, NURS 561 and 562; co-requisite, NURS 572) Synthesis of concepts from health promotion, health problems and supporting courses to utilize the nurse practitioner roles in more complex family health care problems. (Offered in spring semester odd years.)

NURS 572.
Family Clinical Practicum IV **2**
(Prerequisites, NURS 562 and a final grade of B or higher in NURS 561; co-requisite, NURS 571) Clinical application of syntheses of theoretical principles from health promotion, health problems, and supporting courses. Students will be in a variety of settings that will provide opportunities to utilize the roles of the nurse practitioner with families and more complex health problems. (16 hours of clinical lab per week, which includes two hours per week seminar.) (Offered in spring semester odd years.)

NURS 573.
Advanced Theory of Adult Health Nursing II **3**
(Prerequisite, NURS 563 and 564; co-requisite, NURS 574) Theoretical concepts focus on the care of chronically ill adults. Role development focuses on the advanced practice nurse as clinical specialist, change agent, collaborator and leader in the care of chronically ill adults. Processes of research, interdisciplinary collaboration, decision-making and assessment of client and family emotional needs are emphasized. (Offered in fall semester odd years.)

NURS 574.
Advanced Applications of Adult Health Nursing II **1**
(Prerequisites, NURS 563 and 564; co-requisite, NURS 573) Clinical practicum is designed to develop clinical expertise and the clinical specialist role for a specific chronically ill adult population. (Eight hours of clinical lab per week, which includes one hour per week seminar.) (Offered in fall semester odd years.)

NURS 583.
Independent Study **Variable to 6**
Students choose one of the following options: 1. A clinical practicum in a specialized setting to focus on one or more of the advanced practice nursing roles; 2. The completion of a research project; 3. An elective with faculty approval; 4. A thesis.

NURS 584.
Case Management Clinical Practicum **1**
(Prerequisites, NURS 573 and 574) The focus of the course is the clinical application of the theoretical components of case management. Students will be with preceptors in various health care settings and will be expected to design case management plans for selected case types within a variety of practice settings. (Eight hours of clinical lab per week, which includes one hour per week seminar.) (Offered in spring semester even years.)

NURS 590.
Rural Health **2 - 3**
Seminar on the interaction between rural environments and the health care needs of rural residents. Emphasis will be on specific populations and illnesses, rural healthcare policy, and methods to recruit and retain nurse practitioners in rural healthcare.

NURS 591.
Issues in Advanced Practice Nursing **3**
This seminar provides students with the opportunity to analyze contemporary issues and trends as they relate to advanced practice, including role development, legal issues, healthcare policy, and alternative healthcare practices.

NURS 593.
Research Methodology **3**
This didactic course presents an introduction to the concepts and process of research, including problem formulation, rights of human subjects, research design, sampling, instrument evaluation, and data collection and analysis strategies. It provides students with the opportunity to analyze and critique various quantitative and qualitative nursing research studies, including their implications for utilization.

NURS 594.
Theory and Research Application **3**
(Prerequisite, NURS 593) This didactic and seminar course provides an intermediate study of levels of theory construction and the research process with emphasis on the integration of theoretical elements in the development of research proposals.

Nurs 595.
Nursing Ethics **3**
This lecture, discussion, and core study analysis is used to enable the student to become a well-informed participant in professional healthcare discussions involving ethical principles.

Nurs 596.
Clinical Applications of Advanced Practice Concepts **3**
Discussion, analysis, and student presentations focusing on the application of graduate level theoretical and research perspectives to advanced practice nursing.

Nurs 599.
Nursing: Thesis **2-5**

Occupational Therapy

Dr. Jack Kasar, Chair, Occupational Therapy
570-941-4125
http://www.scranton.edu

Department Faculty: Assistant Professors - Jack Kasar, Rhonda Waskiewicz; Instructors - Moses Ikiugu, Carol Reinson; Lecturer - Tom Ciucci.

Beginning in summer, 2001, the University will offer a five-year, entry-level, Master of Science in Occupational Therapy degree program. Students usually enter this program as freshmen, proceed through four years of undergraduate study and receive a Bachelor of Science degree in Health Sciences, and are awarded the M.S. in Occupational Therapy degree upon completion of graduate requirements. The course work is sequenced in a planned progression in order to build upon and develop knowledge and skills at increasing levels of complexity, competence, and integration. Therefore, all required courses must be completed in sequence. A minimum grade of C (2.00) must be attained in every undergraduate cognate and occupational therapy course.

A minimum, overall, undergraduate GPA of 2.75 will be required in order to advance into graduate study; and a minimum, overall GPA of 3.00 must be achieved and maintained for all graduate courses. Required OT Level II Internships will be graded on a Satisfactory/Unsatisfactory basis. The normal length of time for completion of the program is five and one-quarter years. All OT students must complete Level II Fieldwork within 24 months following completion of the academic portion of the program. Students will receive the M.S. in OT degree following completion of all academic and clinical requirements.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Admission to the program is normally open to first-time incoming freshmen. Applicants will be selected on a competitive basis, with emphasis placed on high school record, standardized test scores, extracurricular activities, and letters of recommendation. Observation and/or volunteer experience in occupational therapy settings are required and must be documented. Since the majority of coursework is at the undergraduate level, the occupational therapy program is described in detail in the University's undergraduate catalog rather than in this graduate catalog. Inquires about admission to the M.S. in OT program should be directed to the Undergraduate Admissions Office at 570-941-7540.

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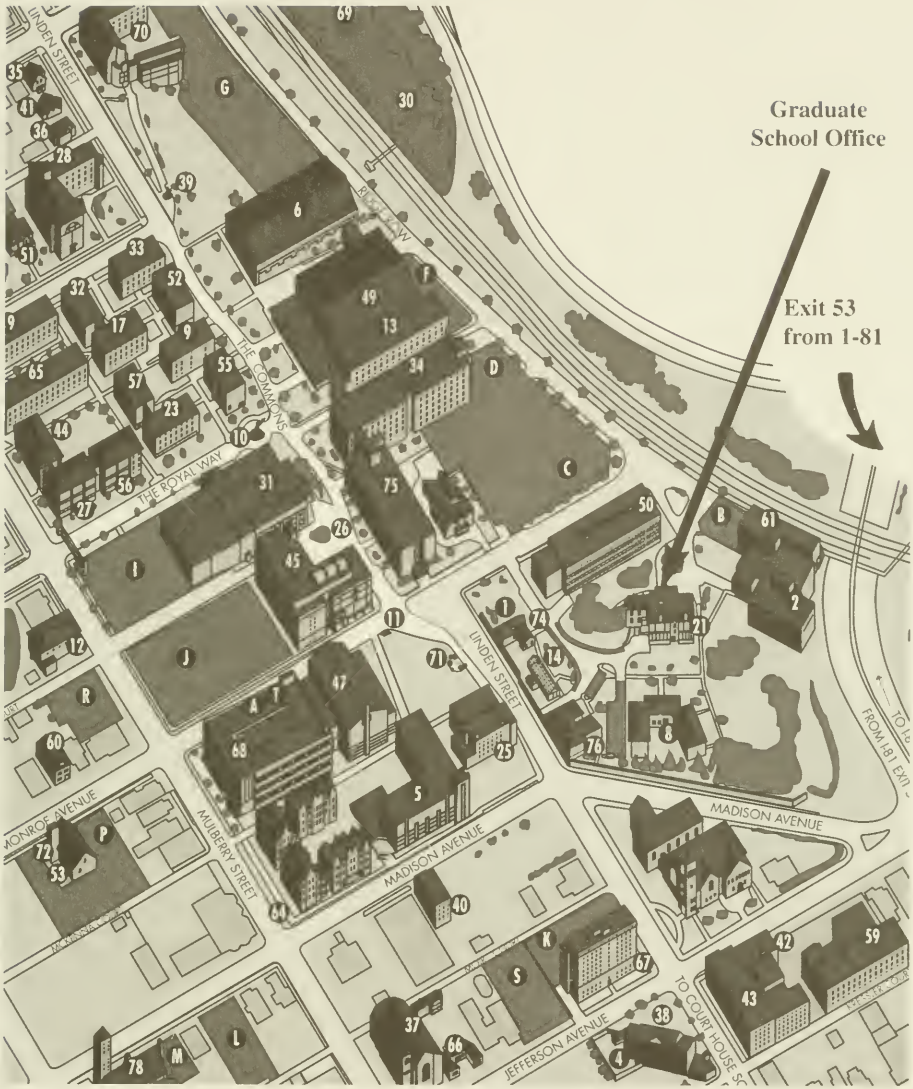
Campus Map



Legend for Map

2	Alumni Memorial Hall	39	Hyland Hall
5	Brennan Hall	44	Leahy Hall
6	Byron Recreation Complex	46	Weinberg Memorial Library
12	Claver Hall	48	Center for Literary and Performing Arts
13	McGurrin Hall	50	John J. Long Center
22	The Estate	51	Loyola Hall
26	The Gallery	65	O'Hara Hall
32	Gunster Center	66	Parking and Public Pavilion
38	Houlihan-McLean Center		

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